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ABSTRACT

"Emotional Development: Fostering the Child's Identity" is a manual for use in training families providing service to foster children. Consisting of information to be covered in eight class sessions and numerous appendices providing supplementary material, this instructor's manual contains instructor's materials and participants' course content. Instruction focuses on stages of development; developmental dimensions and developmental lag; emotional development; understanding children's behavior; handling behavior to build self esteem; the child's family and ethnic heritage; the fantasy family and heroes; and the foster family's role in assisting development. Lists of suggested readings for foster parents and instructors are provided. (RH)

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Emotional Development

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prepared for the FOSTER PARENT EDUCATION PROGRAM
Institute for the Study of Children and Families
Eastern Michigan University
by EMILY JEAN McFADDEN, M.S.W.

PS 015093

EMOTIONAL DEVELOPMENT:
FOSTERING THE CHILD'S IDENTITY

prepared for the

FOSTER PARENT EDUCATION PROGRAM
Eastern Michigan University

by

EMILY JEAN MCFADDEN, M.S.W.

series editor

Patricia Ryan, Ph.D.

INSTRUCTOR'S MANUAL

PS 015093

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Ypsilanti, Michigan 48197

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The goals of the Foster Parent Education Program are to: 1) develop a model for foster parent training that can be used on a statewide basis with foster parents working for a variety of agencies and 2) develop curriculum and materials for a variety of classes that will upgrade the services foster parents are able to provide for the children in their homes.

For further information write to:

Institute for the Study of Children and Families
Eastern Michigan University
Ypsilanti, MI 48197

(313) 487-0372

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INSTRUCTOR'S PREFACE

Emotional Development: Fostering the Child's Identity is a manual to be used in training families who provide service to foster children. The participant's manual is divided into eight sessions. The introductory section of the instructor's manual was prepared by the project staff at Eastern Michigan University and makes suggestions on physical facilities, room arrangements, and other practical problems that may concern the instructor. The specific instructions for each of the eight sessions precede the content for that session.

In order to facilitate the instructor's use of the manual, instructions to the instructor are on colored paper. The white pages are copies of the pages found in the participant's manual. Instructor's material on these pages is in red ink. You will note such pages have two different page numbers, one designating the sequence in the participant's manual and one designating the sequence in the instructor's manual.

This workbook has been developed to assist instructors in presenting course content to foster parents. It has been used by several different instructors with different groups of foster parents. These foster parents vary in age, type of community in which they live, and educational attainment. The workbook provides a framework to be developed by the instructor in line with the needs, concerns, and abilities of a particular class. The following comments are in reaction to the instructors' comments and may be useful in helping new instructors in planning their presentation.

If the workbook is used, the instructor may want to consider the two most common complaints we have received. "There is not enough material" and "There is too much material." Both of these comments are justified depending on the composition of the class and the way in which the manual is used. The workbook is intended to be only one of the instructor's tools. It was designed so foster parents would have a permanent record of the material discussed in class and so they could personalize the material, making it meaningful in terms of the children in their home and the agency with which they work. The instructor will have to be sensitive to the feelings generated by discussion and provide the atmosphere necessary for a frank and open discussion.

Instructors who concentrate on helping participants fill in all the appropriate blank spaces may find the participants are still confused at the end of the class and do not understand the material fully. The format of the class should be structured so the participants can discuss what each idea or term means with opportunities to provide one another with concrete examples. Always the questions, "What does this mean for the children in my home?" and "What does this imply about my responsibility as a foster parent?" should be answered. The instructor will find further suggestions on activities designed to help trainees learn and apply course material in Seventeen Course Outlines.*

If the class seems to master the material quickly and with ease, the instructor may want to invite speakers from the community or former foster children to address the class and provide additional material. Time can be spent in role-playing and value clarification activities.

The instructor must always remember the material presented to the class is not only intended to increase their understanding of its ramifications for children in foster care; the class will have truly met the needs of foster parents only when they are able to utilize the material to improve their work and the amount of services they can provide children. In order for the material to be used as the basis for behavioral change, it will be necessary to allow plenty of time for repetition and utilization of concrete examples.

Instructors who find there is too much material are probably using these techniques. They may find it necessary to select the material which is of most interest or concern to their particular class and to briefly summarize the other material without spending much time on it. If the participants in the class have different concerns, the instructor may find it useful to divide the class into small groups and let each group concentrate on a particular problem. The small groups can report their findings or discussion to the whole class during the last hour.

Both concerns of too much and too little material probably arise out of heavy dependence on the workbook to provide class format. Certainly many participants will pressure the instructor to give them the answers. Participants who do not get most of the answers filled in will feel cheated. In order to make sure they do not rush the instructor through the material to "get the answers" and to make sure those who are not used to taking notes are assisted in getting the material written down, the instructor may find it helpful to request participants not to take notes until a section is finished. Then the whole class can go back and fill in the material they have found important. This procedure not only assures each participant has a complete manual at the end of the course, but serves as a review for each section.

The most important resource in any instructional situation is the teacher. All other materials and resources are useful to the extent the instructor is able to utilize them effectively. The following material is offered as one tool for the foster parent instructor's kit. Although we hope it will be useful, we would be disappointed to find instructors were relying on the manual to replace their own knowledge, techniques, and assessment of class needs. Feel free to use the manual selectively, in order to most appropriate to your teaching style and the needs of your class.

*Ryan, Patricia, et al. Seventeen Course Outlines, Eastern Michigan University, 1978.

PREFACE

Foster parents who use this manual will have a wide range of skills and experiences in fostering. Some foster parents will be relatively new, others may have worked in this capacity for twenty or thirty years. Some foster parents may work with children of all ages, while others may specialize in working with children of a certain age range, such as adolescents. This workbook, as with all the Foster Parent Training Project workbook series, is designed to draw on the strengths and experiences of foster parents, working together in a group to share and enhance their knowledge of the children they serve.

Children in foster care, like all children, move through stages of development and master the tasks of development at their own individual pace. They need to develop self-esteem and a sense of identity. Some children in foster care may develop at a slightly slower place due to circumstances of their earlier lives and the impact of separation. The questions of self-esteem and identity may be more problematic for such children due to divided loyalties between natural and foster families. The purpose of this workbook is to focus primarily on the emotional development of children in foster care, and the roles of foster parents in partnership with the agency to ensure the healthy growth of the child.

The child's caseworker can be a great help to the foster parent in providing background information on the child's development which may shed light on the meaning of the child's behavior now. When working on a scrapbook to maintain a record for the child, the foster parent and worker can decide together who will do which tasks. In some agencies, the worker may be actively involved in developing a scrapbook with the foster parents, while in other instances, the task may be delegated to foster parents, with the worker serving as a resource person.

Many foster parents are concerned about the behavior of their foster children. Does a specific behavior indicate that the child has a slight developmental lag and will soon be growing to a new stage of development? Is it fairly typical for a child to react in this way to separation? Is it a sign that the child needs more intensive help in handling this stage of development, or in resolving the conflicts of separation? Is the behavior an unspoken cry for help? This class may raise more questions than it answers for some foster parents. Through class discussions foster parents can sort out these issues, and begin to decide when it is necessary or advisable to call upon the caseworker, school personnel or therapists for expert guidance in handling the unique situation of each individual child.

Foster parents make a significant difference in the life of a child. They can comfort fears and worries, help develop more positive behaviors, and build a sense of self-worth for the child. By understanding a child's feelings about his natural family, they can help the child feel good about him/herself, reduce feelings of conflict, and increase a constructive sense of self and a positive identity.

TABLE OF CONTENTS.....

	Page in Instructor's Manual	Page in Participant's Manual
INTRODUCTION TO INSTRUCTOR'S MANUAL. . . . . by Foster Parent Education Program Staff Eastern Michigan University	1	
Session 1: Children Grow From Stage to Stage		
Instructor's Materials.	13	
Participant Content	17	1
Session 2: Developmental Dimensions and Developmental Lag		
Instructor's Materials.	27	
Participant Content	29	11
Session 3: Emotional Development: Infancy Through Adolescence		
Instructor's Materials.	41	
Participant Content	43	23
Session 4: The Many Meanings of Behavior		
Instructor's Materials.	53	
Participant Content	55	33
Session 5: Handling the Child's Behavior To Help Build Self-Esteem		
Instructor's Materials.	65	
Participant Content	67	43
Session 6: The Child's Family and Ethnic Heritage		
Instructor's Materials.	77	
Participant Content	79	53
Session 7: The Fantasy Family and Heroes		
Instructor's Materials.	87	
Participant Content	89	61
Session 8: The Foster Family's Role in Assisting Development		
Instructor's Materials.	93	
Participant Content	95	65

	Page in Instructor's Manual	Page in Participant's Manual
APPENDICES		
A - My Development as An Adult.	101	71
B - Making A Scrapbook.	103	73
C - Childhood Growth: Gains and Losses . . .	107	77
D - Stages of Emotional Development	111	81
E - Needs and Behaviors	115	85
F - Rewards	123	93
G - Natural and Logical Consequences.	127	97
H - Four Basic Questions About Child Behavior	129	99
I - Genogram (Family Tree).	135	105
J - A Letter To A Young Man Formerly in Foster Care.	137	107
K - Self-Assessment	139	109
L - Issues of Ethnicity in the Child's Placement	145	
M - Audio-Visual Resources.	147	
BIBLIOGRAPHY		
Foster Parent Bibliography.	153	113
Instructor's Bibliography	155	

INTRODUCTION*

GENERAL PROCEDURES AND TECHNIQUES

Emotional Development: Fostering Child's Identity is one of a series of manuals developed for the Foster Parent Education Program at Eastern Michigan University. The Manual is divided into eight sessions and has been used effectively at weekly meetings of two and a half hours duration.

This manual helps foster parents ask and answer some basic questions:

1) How do children grow and develop?

2) What can we do to understand and help the development of a child in our care?

3) What does the behavior of a particular child mean?

4) How can we handle the behavior so as to build the child's self-esteem?

5) Why is the natural family important to the child?

6) How do we help the child develop a positive sense of identity?

The following introductory material provides a general framework to use with all of the modules. It is designed to provide the instructor with an understanding of the classroom dynamics the project staff has found successful in working with foster parents. Participants have had varying educational backgrounds, serve many different kinds of children, and work with all types of agencies. Although these procedures should constitute a helpful guide for the instructor, the greatest contribution of any teacher is his or her ability to evaluate the students and bring them what they most need. It is the instructor's creative use of his materials, his ability to use the strengths of his class, and his warm support of each student's struggle to grow that are most effective in determining what is learned. Thus, we see these materials as the basis from which the instructor starts, and to which he adds his own ideas, skills, and knowledge to meet the unique needs of his class.

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*Prepared for Instructors and Instructors' Manuals by the Eastern Michigan University Foster Parent Training Project.

TEACHING ADULTS

Although there are many common elements in the teacher's role regardless of the subject matter or the type of student, teaching adults outside of the traditional classroom or university setting is different. Typically, the adult student is in the classroom because he has a certain question that he hopes the class will help answer. His educational experience may be limited and sometimes he has had unpleasant classroom experiences. As a competent person used to making his own decisions and fucntioning well in his world, he may resent the implied subordination in the student's role.

An effective teacher of adults reassures the students that he recognizes and appreciates their competency. He gives them support for seeking help through attending classes. In addition, he emphasizes that learning can be fun and enjoying oneself in class may be the most effective way of learning. The student need not suffer to learn. Although new ideas and ways of doing things may sometimes make a student uncomfortable, the support of the instructor and his classmates aids him in his struggle for growth.

Busy adults are not in the classroom for the sheer joy of learning. They have taken the time to participate because they have specific problems. They typically want immediate answers and are not interested in "theory." The instructor of adults will find that he is usually most effective by starting with specific questions that his class brings. He uses these questions and their solutions to help the class build a more general framework rather than teaching them the general rules and hoping that they can deduce answers to their questions.

Unfortunately, many adults are skeptical of the value of "book" knowledge. They are accustomed to experiential learning and continuously question the credibility of material, especially if it appears to be so abstract as to be inapplicable to their daily lives. In teaching foster parents, the instructor's greatest resource is the foster parents in his class. Collectively, they have had tremendous experience in working with foster children and solving problems. Whenever possible, the instructor should encourage the class members to teach each other.

Typically, a class discussion starts with a foster parent describing a problematic situation. As this point, the instructor may reformulate the issues in line with the topics of the class. The other participants then offer solutions - often through describing similar situations they have encountered. If the similarities are not obvious, the instructor may wish to point them out to the class.

The various ways of dealing with the problem can then be evaluated. In most cases, some solutions will be eliminated as inappropriate, unfeasible, or damaging to the child, but the class will be left with two or three alternatives. Participants should be reminded that there is seldom one right way of parenting and encouraged to try the solution that is best suited to their style or with which they feel the most comfortable.

This process maximizes the participation of each student, assures the relevancy of the discussion to the immediate needs of the participants, and reassures them of their competency and ability to deal with various situations. It has its dangers, especially in dealing with emotionally laden issues. There

is always a tendency for the class to use the time available to ventilate their feelings without constructively addressing the problem. The instructor must tolerate some airing of feelings, but strive to refocus the issues. If participants are continuously cut off, they will soon feel they should not contribute. Also, some participants will tend to ramble but eventually make a contribution. A tolerant and supportive instructor who guides the discussion and then summarizes the salient points assures that each person is receiving what he most needs.

Adult participants, like all students, often need to hear new material several times before accepting and incorporating it. We all need to hear the same thing said many times in many ways. The instructor need not fear repetition. Not only is it necessary for initial learning, but once something has been learned we usually find that each time we come back to it we discover new facets and a new areas to which we can apply it. The organization of course content into a number of important points underscores commitment to learning through repetition. Typically, each point will surface or resurface thematically through the weeks of class discussion.

Teaching through group discussion is probably the hardest way to teach, but when successful, is the most rewarding in that the students not only learn more but learn in a way that is emotionally satisfying. They can use the material to effectively alter their lives. However, the good group leader does not simply rely on his students to contribute and hope for the best. He carefully prepares the ways in which he will be able to elicit the most meaningful contribution but is willing to alter his plans if a more fruitful approach emerges from group discussion. This manual supplies a structure for class discussion. The sensitive instructor will guide class discussion until participants are comfortable in completing the answers. Some of the ways the instructor can encourage meaningful group participation and techniques that have been successfully used with foster parents are discussed below.

THE PHYSICAL SETTING

Classrooms should be selected to comfortably hold twenty to twenty-five participants. In order to assure maximum participation, seats should be arranged either around one large table or in a circle unless special arrangements are suggested for a particular session. The instructor should be seated so that he is one of the participants. If there are two instructors, or if a special resource person is present, they should sit on opposite sides of the circle. Participants should be encouraged to address their remarks to the group rather than to the instructor.

If at all possible, there should be coffee available. If the site does not have coffee, one of the first tasks of the groups might be to decide if they would like to have coffee and how they should divide the responsibility for buying and preparing it. Some foster parent groups have established norms of bringing and sharing food, ranging from cookies to elaborate meals. If foster parents wish to bring food this can be a pleasant and acceptable manifestation of good feeling. However, refreshments are in no way a requirement and instructors should be careful to see that no foster parents feel pressured to contribute.

Smoking can be a problem. Unfortunately, smokers are most comfortable when allowed to indulge their habit but may seriously discomfort non-smokers in the group. The best solution is a well-ventilated room with smokers in one half of the circle and non-smokers in the other. If smoking is not allowed in the classroom, there should be a break.

If the participants are encouraged to get up to get coffee, leave the room when they like, and are allowed to smoke, it is not always necessary to have a break in a two-to-three hour session. Although the break gives people an opportunity to stretch and move about, it may be difficult to continue the discussion. This can be useful to the instructor if the class has lost the point or is rambling. After the break he can refocus class attention on the crucial issues or begin a new activity.

Overall, the instructor should do everything possible to assure that participants are comfortable. This includes being comfortable with each other. Providing each person with a name tag and involving them in the group discussion as early as possible serves to increase trainee comfort with one another.

ESTABLISHING GOOD PROCEDURES

The first class meeting is the crucial time for establishing the right atmosphere for optimal learning and establishing good procedure. It is very important that each and every person be made to feel comfortable and encouraged to participate. Since the first night of classes often requires some registration or people have difficulty in finding the building or parking, class may start a little late. The instructor should encourage everyone to arrive a little early so that they can start promptly in the future. It is sometimes helpful to add that people who are inadvertently delayed should come anyway and not miss the class.

The instructor's opening remarks should include the following points:

1. We are all here to learn because we want to help foster children, especially those in our own homes. A statement about the goals of the course is appropriate here.

2. Although we have an important and serious task, the process of learning can be fun. It need not be unpleasant to do us any good.

3. Learning to parent is not as simple as learning to sew or put a radio together. There are many good ways to parent and nobody has all the answers.

4. You as a class already have had a great deal of experience in parenting, most of it successful. It is important that we all share our experiences with each other.

If the instructor can honestly say that he hopes to learn as much from the class as they do from him, he should add this.

Unfolding: As soon as possible, the instructor will want to get each person to participate. The suggested technique for doing this is to have each member of the class introduce himself and describe his background. A few people object to this procedure, feeling it is a waste of time, so it is important to let the class know why they are going through this exercise. The instructor should point out:

1. Through the process of sharing information about ourselves we begin participating in the class.

2. As we listen to others, we find that we usually have something in common with everyone else and often a lot more than we had supposed.

3. The process of sharing helps to begin to focus on ourselves and experiences.

4. No one need tell anything that would make them feel uncomfortable or which he is reluctant to share with the group.

5. Each person should take not more than three to five minutes.

The instructor then lists the things that he hopes each will cover and starts the process by describing himself. The instructor's own unfolding always sets the tone and establishes a model for the foster parents' participation. If the instructor omits a point, others usually skip it; if the instructor adds a point, others often add it too. The list should include name, age, place of birth, where you went to school, where you work, how you decided to become involved with foster children, and present interests. Most instructors find it very useful to add one last topic that focuses the foster parents into a particular aspect of the course. See the specific suggestions included in the manual.

Selecting out the topics to be described by the participant is the instructor's first opportunity to use his creativity to help them focus on their own feelings about the topics of the course. His ability to respect each person's contribution provides the class with a model for how they will treat each other.

Recall: After everyone has introduced himself, it is useful to go back around the room asking what people recall about each person starting with his name. Many instructors find that both processes take up too much time for the first session. Waiting until the second session for recall not only allows time to introduce some content into the first session but helps people to loosen up and continue to participate at the beginning of the second session.

In order to encourage as much interaction as possible, the instructor may ask if anyone objects to the rest of the class having his name, address and telephone number. A list can be prepared and distributed to the class at the second meeting. This becomes especially useful if an emergency arises and class has to be cancelled or postponed. It also encourages the trainees to talk together outside of class and to collaborate on assignments.

TEACHING TECHNIQUES

Each instructor develops his own style. This manual has been used by several instructors. Each one used the material in a different way. Good teaching, like good parenting, does not consist of following a rigid set of rules. Rather each teacher develops techniques with which he feels comfortable, evaluating the usefulness of the technique on his ability to use it to stimulate his students to share relevant expreiences around particular issues, evaluate the various alternatives available to them, and plan how to implement one of these in solving problems.

The instructor's main task then is to stimulate participation. However, as the trainees find support from the class for their experiences and feelings they may try to use class time to release many of their feelings. For many trainees this will be the first time they ever felt comfortable talking about their own feelings or ever had such a sympathetic audience.

The instructor can focus participation by:

1. Introducing the topic under discussion for the evening and relating it to previous topics

2. Asking questions that lead the participants to relate their own experiences to the topic to be discussed

3. Summarizing a participant's statements with emphasis on its relevancy for the topic

4. Reminding participants who talk on and on that they were making a specific point

5. If necessary, assuring a participant that although his contribution is interesting, the class has a specific topic they wish to discuss and they must return to that

6. Summarizing, or better yet, asking the class to summarize the way in which the topic for the evening was covered, and

7. Showing how points covered on a particular topic relate back to other topics or how they will be discussed further under a new topic heading.

In addition to group discussion, there are many other techniques that generate interest and increase participation. Most of these will not be new to the instructor but he can think about ways in which they might be used to present or explore particular topics. These techniques are presented in a general form below. Specific ideas are presented at the beginning of individual sessions.

Reading Materials: The manual assumes little outside reading except what is included for participants. There is a list of suggested reading at the end of the manual. Many foster parents have little time or inclination to read, but almost every class has some people who find reading pleasurable. Those who do outside reading should be encouraged to share with the class what they have read

and to ask the class to evaluate how useful it might be in working with the children in their homes.

Participants may be asked to read materials to their families and share with the class the reaction of their spouse and child to the reading.

Assignments: As frequently as possible, participants should be given an explicit assignment to complete at home. This need not be lengthy, but may involve some writing or recording. (It is important to remember that some foster parents may have difficulty with reading or writing, and not to set up assignments which would induce failure or frustration due to lack of these skills). It should allow the participants to immediately put to use some of the things that they discussed in the class or prepare them for material that will be introduced next session. Observing a child, use of a new management technique with a child, calling their worker or a community resource for specific information, recording some specific behaviors, are all examples of such assignments. The instructor should assure that each participant receives feedback on all of his assignments, either through discussing it with the whole group, discussing it in a small group, or through receiving written comments from the instructor.

Role Playing: One of the best techniques for helping participants develop new ideas and to see things from a new vantage point is role playing. At the beginning, many participants may feel a little uncomfortable about "play acting" and it is often useful to start with a written script. With more experience, they may be given role assignments and a situation and allowed to spontaneously develop their own lines. The class may be broken into small groups and each group given a different situation to do for the whole class or each group may be given a different role and discuss how one of their members should act out his part. Playing a certain role may trigger fairly intense feelings. Part of the instructor's task is to help the participants articulate and handle the affect engendered by the role play, while constructively using the feelings to build empathy.

Brainstorming: This is a set of techniques used for creative problem solving or generating new ideas. The instructor provides the following ground rules for trainees:

There are no right or wrong answers; any idea, no matter how far fetched, is acceptable.

No verbal or non-verbal approval or disapproval is given for any ideas.

All ideas are visually listed, written on blackboard, newsprint, etc.

No idea is discarded for any reason.

Long pauses or silences are encouraged, as quiet engenders creativity.

A session runs from 20 minutes to half an hour to allow sufficient time.

It is useful to start with a "practice run" if participants are unfamiliar with brainstorming. They can be asked to "brainstorm" or list a number of items in a certain category (pets, colors, fruits, occupations, etc.). After a brief

"warm up" of 5 or 10 minutes, using the brainstorming guidelines, participants are then asked to brainstorm the topic question (e.g., new ways of working with natural families.)

Following the brainstorming session participants may then select the most useful ideas generated. They may discuss how they could implement some of these ideas. It may be useful to sort the ideas into related categories and allow for small group discussion.

Games: There are many group games available that aid the participant in gaining a new perspective, finding out how different people are, or beginning to understand how difficult it is to understand even simple communications. Some of these are described in the manuals. They can be used in small groups or for the whole class.

Multi-Media: Movies, tapes, and slide presentations that can stimulate discussion on particular topics are sometimes available. If the instructor has access to a tape recorder or video-taping materials, these can be used successfully in allowing participants to critically observe their role playing or other activities and decide how they might want to change.

Small Groups: Dividing the class into small groups has been discussed above, but is also useful for more intensive discussion around specific topics. These topics will vary, and may be established by a number of criteria, which would include, but not be limited to, age of the foster children, legal status of the foster children, and level of functioning of a child with special needs. For example, in a class on Mental Retardation, small groups might be set up for foster parents of infants, pre-schoolers, school age children or teens, so that participants can relate concepts of emotional development to the specific age groups with which they are dealing. It may also be useful at times for small groups to all focus on the same topics, not for the purpose of dealing with a variety of specialized issues, but rather to afford all participants an opportunity for more intense involvement than is possible in large group discussion.

The instructor should make sure that each group has a specific topic and a clear idea of what they are trying to accomplish. To maintain the group process of the class as a whole and to focus the small group discussion, it is useful to ask each small group (or a designated number) to report back to the class as a whole on the important points of the small group discussion.

Implementation of Techniques: The above techniques are suggestions to increase the usefulness of the manual by maximizing the involvement and participation of the participants. The suggestions, along with the material provided in the manual, should be useful in helping the instructor develop an interesting and useful course. However, each instructor is responsible for evaluating the materials and using them in the way he feels is most beneficial to his class. The decisions he makes about materials and techniques, and his order of presentation should be based on his professional judgement as to the participants' needs and what will be most beneficial in helping them grow and learn. He should consider his own strengths and limitations and select those techniques with which he will be most comfortable, while feeling free to experiment with a variety of suggested techniques to enhance his own skills.

GENERAL THEMES

The materials presented in this manual and other materials have been developed by the staff of the Eastern Project and/or by the instructors teaching for the project. There has been no attempt to incorporate any particular approach to child development or child management. Rather we have selected from many works those ideas and techniques our experience working with foster parents suggests will be most helpful to them. Most instructors will probably be familiar with many of these ideas and will already be using them. Certain themes have emerged from our classes that cut across the lines of specific courses. Some are stressed more heavily in one course than in others. Our experience suggests that, although it is fairly easy to get agreement in these ideas, it is also easy to forget them and lapse into older habits. It is our hope that instructors will reread frequently the following points and attempt to stress them whenever appropriate in class discussion.

How We View the Child: It is important that the foster parent regards each child as a child first and as a foster child second. All children are more alike than different. If the child has a physical, emotional, or mental handicap, he is still a child with all the needs of a child. All children progress through a series of developmental stages with corresponding growth, stress, and challenges. Children in foster care have the same needs and follow the same patterns as other children. The particular traumas a child has experienced or his exceptional characteristics may mean that he will develop at a somewhat different pace than other children. Sometimes behavior typical of a particular stage becomes problematic especially if the child is chronologically older than one for whom this behavior is typical or if the behavior is more a child's behavior as more frequent or exaggerated than usual. To the extent that foster parents can view a child's behavior as more normal than abnormal even when it is disruptive, they will be more easily able to cope and to help the child move to more appropriate behaviors.

In addition to physical care and emotional support, the major job of the foster parent, indeed any parent, is to assess the child and help him move on to the next appropriate level. It is helpful if foster parents can view the goal of their work with the child not as "improvement" in his behavior but as progress and growth.

The long range goal for any child is to help him develop into, or come as close as possible to behaving as a capable, self-sufficient adult who feels good about himself. The foster parent works with the social worker and other professionals in assessing the child's needs and developing a plan to help the child progress toward independent adulthood.

Examining Our Own Feelings:: Foster parents often have had little opportunity or motivation to examine their own feelings and attitudes. To the extent that their caseworker has been able to establish a relationship that allows him to work with them in these areas, stress is usually on their conflicts and problems.

It is more helpful to reassure foster parents their feelings are normal and experienced by most parents. Self-examination helps one to be more aware of one's values, moral codes, and behavioral standards, it does not necessarily mean one should change but allows one to sort out which standards are most

important. It often allows one to become more tolerant of people who have different standards.

Many foster parents are concerned that if they are unable to teach the children in their care to behave properly, or stop them from behaving wrongly, they will grow up with serious problems or find themselves in serious trouble. They do not like to admit to themselves their reactions to certain behavior: they find themselves angry. They are embarrassed in front of their friends and neighbors. They are sometimes "turned off." They are afraid they are not coping and fear things will get completely out of control. They tend to blame themselves for the child's behavior. They often think that if only they were better foster parents, if they had done the job well, if they knew more about how to handle children, then these things wouldn't happen. Exploration of these feelings helps participants to discover that they are complicating the problem. The difficulties created by the child's problem are real and some forms of behavior can not be allowed to continue, but as participants come to grips with their own feelings, they are better able to help the child.

As foster parents come to realize that anger, frustration, and embarrassment are normal and that all foster parents, indeed all parents, have these feelings more often than they would like to admit, they can stop blaming themselves. Finally, they begin to realize they are not responsible for most of the problems of the child and the child's behavior does not mean that he does not like them. They are able to look at the success they are having, try to be satisfied that they are doing their best, and then look for alternative ways to handle the behavior.

Communications: Failure to effectively communicate clouds both professional and personal interactions. Failure to say exactly what one means not only conveys the wrong message to the listener but when repeated distorts the speaker's own perception of what he means. Foster parents often find it effective to rethink the messages they are, sometimes inadvertantly, sending the children. Learning to describe behavior rather than personalizing or labeling, and including positives as well as negative points often helps them to be more positive about the child.

There are certain rules that can be emphasized over and over again:

1. Although the child's behavior is disapproved, the child is worthwhile. (I don't like dirty hands, not I don't like you if you are dirty.)

2. Describe the behavior not personal characteristics. (You did not make your bed, not you are a slob.)

3. Be specific. (You took a dime, not you stole.)

4. Differentiate between feelings and behavior. (It is O.K. to be angry but you can't hit your brother.)

5. Try to state alternatives positively. (I like clean rooms, not I don't like dirty rooms.)

6. Try to let the child know what you want as specifically as possible.

7. Whenever possible, provide the child with acceptable alternative behavior rather than simply telling him to stop.

8. Remember the example the parent sets is much more important in shaping behavior than anything the parent says. (If you don't want a child to interrupt you, don't interrupt him.)

9. Try to reassure the child that you believe he is capable of growing, changing, and learning to conrol himself.

Policy: Since agency policy differs from one agency to another, the material in the manual does not discuss specific agency policies. When questions about policy arise in class the instructor can assign one or more participants the task of finding out what a particular agency's policies are. It is part of the foster parent's role responsibilities to know his own agency's policy.

The Foster Parent's Role: There is a growing discussion about the feasibility of redefining the role of the foster parents. Suggestions as to new role models include foster parents being viewed as:

1. Agency employees

2. Volunteer Service Providers

3. Independent Service Providers from whom the agency purchases service.

Although these models differ, there is agreement that the foster parent is the direct service provider to the child, a member of the team, rather than a quasi-client. The foster parent's job includes working with the caseworker, natural parents, if possible, and other professionals to assess and plan for the child. Foster parents are recognized as having special skills and knowledge whose input and participation in decision making is integral in providing good service information on a regular basis, and abide by agency policy. They should expect to receive the information they need to work with the child, be given adequate time to prepare the child for changes, and to be kept informed of any pending changes in the child's situation. The motivations of the foster parents for fostering, their personal feelings, and any problems they may have are irrelevant except when they manifest themselves in behavior that interferes with adequate job performance.

THE INSTRUCTOR'S ROLE IN MODELING TEAM BUILDING

As foster parents change their own role perceptions, and move towards defining themselves as valued members of a child-serving team, the impact of the instructor is a crucial factor in two areas. By affirming and validating the participant's expertise and newly acquired skills, the instructor can model and reinforce the team concept. Equally important, the instructor can impart, by example, many effective techniques of parenting.

The instructor, in most instances, represents "the professional world" to participating foster parents. Those instructors who actually are foster parents are often highly skilled and successful foster parents who have mastered the art

of working in a team approach. Those who are professional child welfare workers, clinical psychologists, or special education teachers represent to the participants a part of the professional community with whom foster parents must interact for the good of the child. As they learn to interact with their instructors, they acquire skills which will later be invaluable in contacts with caseworkers, therapists, and teachers of their foster children. Learning to assert themselves, describe behaviors specifically and cooperate with instructors helps the foster parents to practice, in a safe place, behaviors which will later be used in encounters with other professionals. The instructor's respect, cooperation and support of foster parents as team members is instrumental in defining role expectations of trained foster parents, and reinforces the growing self-esteem of participants as valued members of the child serving team.

Similarly, the instructor models many effective techniques of parenting in his interaction with the class. Although teaching is only a quasi-authority position, a certain analogy can be drawn between the process of teaching and the process of parenting. In each situation, there are needs to be assessed and met, stages of development to be defined, and areas of growth to be encouraged. The student (whether in foster parent training or graduate school) looks to an instructor for guidance and support just as a child looks to a parent figure. By being a good "parent" to the class, encouraging growth rather than "obedience", using support rather than criticism, the instructor models the most effective ways of dealing with people, and demonstrates the project philosophy. Feedback from foster parents indicates that when "in a tight spot" they often stop to think what a favorite instructor might do or say in a similar situation.

Thus, while much of the participants' learning results from sharing of experience in group discussion and acquiring content material, the instructor should not overlook the process of identification and his impact in modeling growthoriented philosophy as an integral component of foster parent training.

Specific instructions for the class you are about to teach are included with the material for each session. Additional class materials are available from the project entitled Seventeen Course Outlines. The project staff hopes you and the members will enjoy the experience and learn much from each other, that all of the participants in the class will be able to better serve children because of their participation.

Patricia Ryan, Ph.D.
Bruce L. Warren, Ph.D.
Emily Jean McFadden, M.S.W.
Ypsilanti, Michigan

SESSION 1

CHILDREN GROW FROM STAGE TO STAGE

INSTRUCTOR'S INTRODUCTION

Purpose:

1. Distribute the manuals.

2. Introduce the goals of the eight-week course (page 1 of the participant's manual, page 17 of the instructors manual).

3. Describe the format for learning:
   a. use of the manual
   b. use of small group discussions
   c. use of assignments

4. Introduction of self.

5. Introduction of class participants.

6. Summary:
   a. what have I learned about others?
   b. why is it important?

7. Discuss growth, development and change.

8. Introduce the scrapbook, or life story book as a way to record development.

9. Give "homework assignment".

Methods:

1. Place workbooks on tables. Ask class members arrive, ask them to sit at one of the pre-arranged tables, and to take a workbook and write their name in it.

2. When the group is assembled, review the goals for the course as they appear on page 1. Restate, rephrase and repeat; giving examples to ensure the class members understand the goals.

3. Discuss with the group the methods that will be used to maximize the learning experience.

   a. The manual will allow for the gradual assimilation of new concepts and techniques as well as the acknowledgement of the expertise of the class members. Specifically, the manual provides for ease of notetaking and will be a record for the participants.

b. Class members will be expected to participate in small group discussion as a way of sharing experiences and knowledge.

c. Assignments will be given (such as making a scrapbook) so that the learning becomes individualized. Explain that assignments help the foster parent to focus on his own home and the child in his care.

4. Introduce yourself to the group using the following outline:

a. Explain that you are going to demonstrated a way of self-introduction that you will ask them to follow in turn. Explain why this process will be useful.

b. Repeat your name.

c. Tell of your own interest in foster parenting and your work with children, and how it brought you to this place in time. Emphasize at least one change brought about in your life by this interest, and how you have grown.

d. Be brief--remember each of the class members will follow your model.

5. Invite each class member in turn to tell about him/herself--using steps b and c as described under #4. Suggest to other class members they may wish to take notes about some of their new acquaintances.

6. At the completion of all introductions:

a. Summarize for the class some of the interesting facts they have shared with each other. Acknowledge with the class the rich experience and practical knowledge that they have come to share.

b. Discuss the possibility that different situations and experiences often result in different points of view. Introduce the idea that all points of view will be permitted and discussed.

7. Discuss or cover in mini-lecture the influences on development and the differences in development:

a. Ask participants to compare similarities and differences within the group. Are there similarities in appearances, physical characteristics, interests, family size, or mannerisms? Are there differences?

b. Ask participants to spend a few minutes looking at Appendix A (page 71) and identifying areas of change in their lives. Ask them to write the most important change on page 6 and to share it with the class if they are comfortable in doing so.

c. Ask participants to remember an important event from childhood (page 7). In group discussion, elicit both information and the feelings surrounding the event!

8. Show the class a "scrapbook" of a child in foster care. Discuss the importance to the child of having a record. Ask participants how they feel about old photographs and other memorabilia from childhood.

9. As a homework assignment, ask participants to read Appendix B and to purchase or make a scrapbook so that as the course continues they can develop a record for the child. Suggest that they contact the child's caseworker about the project.

SESSION 1

CHILDREN GROW FROM STAGE TO STAGE

Welcome to the first session of Emotional Development. We will be working together to achieve the following goals:

GOALS

1. To provide an overview of the normal emotional development of children with the perspective that life experiences of children in foster care may be a part of developmental lag.

2. To recognize some meanings of a child's behavior in terms of development and the experience of being in foster care, and to develop ways of handling behavior so that the child may grow.

3. To promote understanding of the way that having a natural family and a foster family is a conflict situation for the child and may give special importance to the role of the ideal (or fantasy) family.

4. To develop ways to help the child develop his own feelings of self-worth, belonging, and identity.

In order to achieve these goals, there will be a variety of discussion and activities in this class. You are asked to bring this workbook to every session and to jot down important points in it when they come up. At the end of eight sessions you will have completed your own textbook.

During the following weeks we will be discussing:

Children Grow From Stage to Stage

Developmental Dimensions and Developmental Lag

Emotional Development: Infancy Through Adolescence

The Many Meanings of Behavior

Handling the Child's Behavior to Help Build Self-Esteem

The Natural Family and Ethnic Heritage

The Fantasy Family and Heroes

The Foster Family's Role in Assisting Development

GETTING TO KNOW EACH OTHER

Since we will be working together over the next several weeks, it is important that we learn a little bit about one another so that we will be comfortable in working with each other. Being a foster parent is an exciting challenge. Many people feel that fostering brings about a lot of change for them and their family. A way of introducing yourself might be to mention one way in which fostering has brought about change, and one specific thing you hope to get out this course. List the things about yourself you will be sharing with the group.

1.

2.

3.

4.

5.

6.

Now use the space below and on the next page to make notes about the others in the group.

Why is getting to know others important?

1. Through the process of sharing, we begin participating in the class

2. We find out how many things we have in common

3. We begin looking at ourselves and what we feel is important about our selves

4. We let others know what is important about us and what we think

INFLUENCES ON DEVELOPMENT

Throughout the life cycle each human being moves through stages of development. Part of the growth is genetically or biologically determined. An acorn is programed to become an oak, not a maple. Another part depends on the nutrients in the environment. An acorn will take root in good soil and grow if there are the right amounts of sun, rain, and minerals in the soil.

Foster care is a positive environment where children can receive the nourishment, warmth and care to rest, grow and flourish according to their potential.

* * * * * * * * * * *

As we think about our own lives, or the children we have known, we realize that people are always growing and changing. We are also aware that individuals move from stage to stage at different paces, at different ages, and may be different from each other in the length of time they spend at a certain stage or how far they progress.

DIFFERENCES IN DEVELOPMENT

There are a variety of reasons for the differences between people and the ways they grow and develop:

Biological, genetic or physical differences of an individual influence size, appearance, health, life expectancy and stamina.

The environment influences growth. This includes factors such as nutrition, educational opportunity, financial resources, cultural heritage, expectations of family and the way the individual is treated by others.

The personality of an individual -- sense of self-worth, the ability to respond to others, the sense of trust or mistrust of the world, the ability to accomplish tasks and reach goals -- influences the way a person grows and develops throughout life.

* * * * * * * * * * *

In looking at ourselves, and each other in this class, we can see the similarities and differences in development, and think about some of the reasons we have become the people we are today. (See Appendix A).

As an adult, I am continuing to develop at my own pace. If I think of myself as I was ten years ago, I can see many changes. For me, the most important change over the last ten years was:

Thinking back to my childhood, I can recall changes such as :

_____ the first time I spent the night away from home

_____ my first day of school

_____ the first club or group I joined

_____ my first serious illness

_____ my first date

_____ the first time someone close to our family died

_____ the first important project I did for school

_____ learning to ride a two-wheeler

_____ finding a "hero" or someone to look up to

_____ learning something new about my family's history

_____ other (fill in event)

If I think of one of these, I recall feeling:

What did I do?

Why was it important?

Was it part of moving to a new stage of development?

What were the gains and losses involved?

What are the reasons for differences between people and in their rate of development?

biological, genetic differences; environmental factors--health, nutrition, safety, location; social factors--relationships, culture and ethnicity expectations.

What are some of the important changes all children go through from birth to adulthood?

1. being born
2. walking
3. talking
4. toilet training
5. starting school
6. making friends
7. reaching puberty
8. first date
9. first job
10. experiencing sexuality
11. graduation - leaving school
12. leaving home

What are some of the gains and losses experienced with each change? (See Appendix C)

Continuing gains in developing a self separate from parents, in responsibility for self, and in independence and competence.

Continuing loss of parental security and advantages of younger status.

KEEPING A RECORD OF DEVELOPMENT

Looking back on our growth from childhood to adulthood, we see how important our memories are. For a child in foster care, the understanding and memory of growth through childhood to adulthood may be more difficult.

Such a child, especially one who has been in more than one placement, may have gaps or distortions in his or her sense of time, sense of place, and sense of self.

The child, especially a younger child, may not have a well-developed time sense. To a newly separated child a week can seem like an eternity. Later, when looking back, the former foster child may not be able to remember how long or at what age he or she was in care or with a specific foster family.

The child in foster care may also experience confusion about where he or she started out, where he or she lives, and not be able to think of a specific place as being home.

The child in foster care may also need extra reminders of accomplishments and activities on which the sense of self -- identity and self-esteem -- are based.

In order to help children in our homes grow and to reinforce their memories, one project will be to work on scrapbooks or life story books for them.

A book is an orderly way for children to preserve a record of their identity while in foster care. When the children move, whether to return home, to be adopted, or to be placed in another foster home or institution, the scrapbook can go with them to document their past and their development.

Why might scrapbooks be important? They provide a clear record of people and events. They help the child handle separations. The child has a record of accomplishments that aids the development of self-esteem. The book can be a therapeutic tool for professionals who work toward permanence for the child.

What should they contain?

pictures, information about the child's development, drawings, mementoes from school or recreation, information about the child's family, such as history, customs and a family tree or genogram

NOTE: See Appendix B for further information on life story scrapbooks.

SESSION 2

DEVELOPMENTAL DIMENSIONS AND DEVELOPMENTAL LAG

INSTRUCTOR'S INTRODUCTION

Purpose:

1. Reinforce use of life story scrapbook.
2. Increase understanding of parental roles in helping children grow, especially in emotional development.
3. Examine various dimensions of development and their relationship with emotional development.
4. Increase understanding of developmental lag and regression.
5. Introduce the idea of a continuum of emotional health.
6. Help foster parents assess when to ask for professional help.

Methods:

1. Discuss and display life story scrapbooks. The movie "The Scrapbook Experience" might be shown here. Provide reinforcement for participants who have started scrapbooks.
2. Break foster parents into five small groups. Assign each group a dimension of development (i.e., social, cognitive) and ask them to list on newsprint all the things that parents do to encourage growth and development in this area. After about 10-15 minutes, ask each group to report their findings to the large group.
3. Use either:

   a) mini-lecture to cover developmental material on page 13. Refer to examples from film or case material foster parents have provided;

   or

   b) large group discussion: ask questions pages 14 through 16. Use blackboard to list items to be written in workbook.
4. Introduce definitions of developmental lag and regression. Ask participants to provide examples. Be sure to distinguish in each case between developmental lag and regression. Ask them to write examples in workbook.
5. Draw the continuum of emotional health on blackboard. State clearly that you will be providing some broad guidelines with which to view the child. As you touch on these areas, foster parents may become

concerned. Underscore their role responsibilities to contact the case worker and arrange for assessment. You as trainer can not make these assessments. As the group examines the continuum, ask them to think about a particular child and where he or she fits along the continuum. It is important to emphasize the wide range of normal development.

6. Foster parents may want to discuss particular children. Using the guidelines on page 19, apply them in terms of the child's age and history. Clarify foster parent role responsibilities of contacting the worker with specific information to illustrate their concerns. Summarize information covered on development.

   a) Ask class to continue working on life story scrapbook at home and to add pictures and anecdotes which illustrate development!

   b) Ask participants to select an age (from infancy through adolescence) which they will observe, think about, and read about during the week. Refer to "Portrait of a Child" in Session III and suggest reading in Appendices D and E about the age selected.

SESSION 2

DEVELOPMENTAL DIMENSIONS AND DEVELOPMENTAL LAG

As we discussed last week, the child's book is an important record of development. As we look at areas of development in this session, we can think of ways in which the scrapbook can illustrate progress.

There are many dimensions or areas in which a child develops. Each area has its own importance. What is the importance of each dimension, and how do parents or foster parents encourage growth?

Dimension	Importance	What Parents Do
Physical	If child is to survive, biological needs must be met. Child must develop coordination, ability to handle body and physical skills.	Provide food, clothing, shelter. Encourage child to move about, explore environment. Care for the child when immature or ill. Touch, hold.
Cognitive (intellectual or mental)	Child needs to think, talk, solve problems, interpret world.	Help child acquire speech. Talk with child about experiences. Ask questions and explain. Provide educational opportunities: school, games, books, etc.
Emotional	Child needs to feel close to others and develop trust. Child needs sense of self as unique. Child needs self-esteem. Child needs to label feelings and the appropriate behavior for each feeling.	Provide consistency and security. Give child a name, personal belongings. Provide feedback and praise. Help child learn and label feelings. Teach child ways to handle feelings.
Social	Child needs to get along with others, develop relationships, make friends and deal constructively with others.	Provide examples of relationship skills. Entertain friends of your child. Encourage clubs and activities.

Moral	Child develops sense of right and wrong, feelings of responsibility for own behavior and need for rules and to internalize sense of right and wrong (develop a conscience).	Provide rules for living. Teach by example. Establish consequences for behavior. Discuss moral implications of TV, movies, etc. Provide religious training.

The different dimensions of development are often closely interrelated. It is generally accepted that attachment or bonding, which involves both physical closeness and emotional security during infancy, are important to the development of cognitive functioning and physical growth. The ability to care about others is an important part of moral development.

Although the focus of this workbook is on emotional development, it is important to see how one dimension of development is affected any and interwoven with the other dimensions.

(Review)
The areas of development are:

1. physical
2. cognitive
3. emotional
4. social
5. moral

Thinking about children in foster care you have known, how might foster care or the experiences leading to foster care affect a child's development:

Physically:

Neglect and abuse often lead to physical trauma, poor health, or failure to develop. Home situation may not have provided opportunity to learn physical skills. Separation trauma may result in regression--apparent loss of previously learned skills.

Cognitively:

Malnutrition, neglect, or abuse might lead to mental retardation or failure to learn. Trauma and adjustment to it may result in regression. All of child's energies may be focused on emotional needs.

Socially:

Neglect, abuse and/or separation trauma may delay or destroy child's ability to trust others and to develop empathy for others. Child may have had poor models of appropriate ways to relate to others.

Emotionally:

Neglect, abuse and/or separation often result in poor self-esteem. Anger and fear may be overwhelming, especially if child has had no opportunity to learn or few models of appropriate ways to act out feelings.

Morally:

Child may have had few models of moral behavior. External punishment and reward may have been only basis for controlling behavior. Feelings of distrust for the world and poor self-esteem may make it difficult for child to develop empathy and take responsibility. Child may feel unworthy and therefore act "bad." Child may feel unable to meet needs or earn rewards and therefore feel the need to lie, cheat, take advantage of others if he or she is to survive.

Although each of the dimensions of development are different, they are interrelated, and may impact on the child's emotional development.

How might problems in physical development affect emotional development?

- The child who is small, developmentally immature, may be ashamed or embarassed about his/her body.
- The child who is unusually big may be perceived as "older" and consequently seem immature or "dumb" for his age.
- The child who is ill or physically handicapped perceives himself as different or needing special attention. He feels "not normal".

How might problems in cognitive development affect emotional development?

- The child who is slow or learning disabled may internalize a negative self-image of "dummy" or "Sped" (special education).
- The child who has difficulty in understanding cause and effect will need lots of structure to feel safe, and can't be expected to follow rules on his own.
- The child who has trouble reading may feel isolated or left out.
- The child with speech difficulties may avoid communication and feel frustrated.

How might problems in social development affect emotional development?

- The child who doesn't know how to make or keep friends will feel lonely, rejected.
- The child who is picked on or scapegoated in a group will expect to be treated poorly.
- The child who doesn't know how to get attention or recognition may develop provocative behaviors which lead to rejection or injury.
- The withdrawn child may develop his own fantasy world.

When we think about developmental dimensions, we can see how they are interrelated.

The "failure to thrive" infant who does not gain weight or grow at the expected rate:

May have difficulties in attachment or bonding.
May not be able to relax in mother's arms to eat.
May be slightly immature neurologically.
May lack emotional security.
Doesn't provide interactional (social) stimulation for mother, little contact, cooing, crying for what he needs.
May have a physical difficulty which prevents assimilation of food.

Here are three examples of behaviors involving the relationships between developmental dimensions. What might be developmental tasks or problems in each?

1. What might be the tasks or problems in the development of the child who has difficulty with toilet training?

The child may be physically or neurologically immature, unable to control body sphincters.

Emotionally, the child may be afraid of the sounds of flushing or fearful of losing self or body products down the big toilet.

Socially, the child may not have reached the point of wanting to win the caregiver's approval.

The child in foster care may never have learned at home that toileting was expected. Or, the child may not understand the connection between body sensations, and the parents wish to have the child sit on the potty.

2. What might be the developmental tasks or problems with the five year old having trouble with drawing a picture of his family?

Physically, the child may lack fine motor skills in manipulating a crayon.

Emotionally, the child may be unable to express feelings about the family.

The child may not understand instructions, or be confused about who is in his family, or which family he belongs to.

The child may have been warned not to reveal information about the family. Morally, he feels he can't betray parental wishes.

3. What might be the developmental issues for the ninth grader who doesn't like gym class?

Physically, the teen may lack skills. Other students may laugh, leaving him feeling socially rejected.

Sexual development may be embarrassing if the teen is over-or-under developed. Teens tend to feel critical of their bodies and appearances.

Morally, the teen may feel awkward or "bad" about emerging sexuality.

He may have trouble with competition in sports, and not want to be a "loser." The teacher or coach may not understand the insecurity of a foster child. Emotionally, the teen may feel young, vulnerable and fearful of failure.

We have been reviewing some of the many reasons that children develop at a different pace, and how one dimension of development can affect another. Children pass through stages of development at their own pace, and each is a unique individual. However, if a child is very slow in development we might talk about developmental lag.

Because of their life experiences, children in foster care are often a little behind other children in the developmental sequence. As the child adjusts to separation and receives specialized attention from the foster parents in the areas where he may be lagging, foster parents, caseworkers and natural parents may note steady or sudden progress in development. At other times, foster parents may note that the child is making progress in one area (e.g., physical growth) while seeming to lose ground in another area (becoming more clinging, or wanting to go back to the baby bottle).

Can you think of an example from your own experience of a child developing slowly, or a child losing ground in an area of development?

Definitions

Developmental lag refers to a child's slowness in accomplishing a developmental task. Foster care often helps the child grow in these areas.

Regression (moving backward to an earlier developmental stage) is often a temporary result of separation trauma. If it occurs when a child has appeared to be adjusting, foster parents may feel upset. It is important to understand that the child may be temporarily moving back to a safe place, and that it can be an opportunity for the child to rework earlier difficulties in a new way.

Does developmental lag or regression mean that there is "something wrong with the child?"

Not necessarily, but it signals that the child may need extra help in moving to the next stage, or that he/she is having difficulty adapting to separation.

THE CONTINUUM OF EMOTIONAL HEALTH

Foster parents have many valid concerns about the emotional health and overall development of children in their care. One of the most difficult tasks of fostering is the assessment of a child's development and level of functioning in order to determine whether or not outside help is needed. The following chapter will review stages of emotional development to provide the broad outlines of a child's development from stage to stage. Later sessions will examine the meanings of behavior, ways to handle behavior so as to promote growth and self-esteem, and the aspects of a child's identity. However, the important questions remain:

How can I tell if a child is growing into emotional health?

How can I tell if a child is "emotionally disturbed" and needs extra help?

What sort of help does a child need to become emotionally healthy?

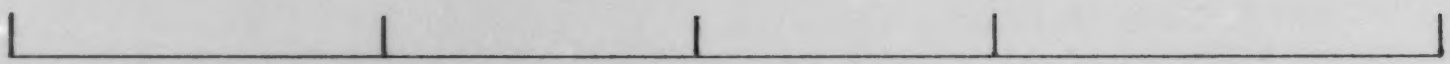
It is important to keep in mind that the majority of foster children can adapt to the circumstances of their lives, benefit from the warm nurture provided in their foster homes, and move ahead to the next stage of development. Despite hardships, separation trauma and problematic behaviors, these children are survivors and possess a life force that keeps them growing when their needs are met.

The term "emotionally impaired" is a professional diagnostic term which indicates the degree of difficulty a child may have functioning in his environment.

Terms such as "disturbed," sick," "crazy," "mental" are labels applied by the general public to explain behavior they don't understand. Part of the foster parents' role is to help others avoid labels which may be damaging to the child, and which are ineffective in describing the functioning of the child. Foster parents can instead focus on the strengths of the child, and the <u>progress</u> toward healthy emotional development.

In examining emotional development, behavior must be understood within the context of developmental stages. For example, it is quite normal for a two year old to be negative and four year olds typically have some difficulty in distinguishing between fact and fantasy.

THE CONTINUUM OF EMOTIONAL HEALTH*



Emotional impairment, functioning impaired in several dimensions, severe regression or blocks in development	Marginal functioning, copes given structure, extra help. Blocks in development may impede progress in certain areas	Adequate functioning lags in some dimensions of development or has limited periods of regression	Good functioning in all or most areas of development, lags or regression occur seldom if at all	Optimal health functioning well in all dimensions of development, good self-esteem and mastery of tasks

*Reminder - At any point on the continuum, the child continues to grow and develop! A child who is ill or tired or has had a difficult experience may temporarily function further to the left than normal.

It is also quite typical for children in foster care to have some developmental lags or to regress under the strain of separation. Emotional health can be manifested in a variety of ways. Children can lag in several areas, or regress slightly and still be healthy.

Foster parents should become concerned when:

1. Problematic behaviors are: extreme
   frequent
   dangerous
   long lasting

2. Regression is : severe
   prolonged

3. Developmental lag does not respond to nurture

4. Blocks in one area of development affect development in other dimensions (the child is so upset, withdrawn or angry that it interferes with learning, social development, physical health or safety).

When I have reason to be concerned about the emotional health of a child, how can I get help in assessing the child's development and meeting his needs?

The caseworkers should be informed. Provide specific information to demonstrate concern, i.e. frequency, duration and severity of tantrums; poor co-ordination is evident in problem riding a tricycle; and sleep is disturbed by nightmares 4-5 times a week. Together the foster parent and worker decide whether the child should be seen by a doctor, a therapist, a school psychologist for an initial assessment.

Whom do I contact first?

The caseworker. He or she needs to know, and may have the skill to assess the child's development, or may have a list of professionals who understand the needs of children in foster care. He or she may need to work out methods of payment (medicaid or purchase of service)

Once an initial assessment is made, there may be a referral to a second professional--an eye doctor, a speech therapist, a physical therapist.

Reminder: As you are working on a scrapbook for a child, include some pictures or ancedotes describing his or her strengths or skills at this stage of development. Illustrate progress in the various dimensions.

SESSION 3

EMOTIONAL DEVELOPMENT: INFANCY THROUGH ADOLESCENCE

INSTRUCTOR'S INTRODUCTION

Purpose:

1. Present critical importance of attachment in emotional development.

2. Develop empathy for feelings of children.

3. Review information about emotional development.

4. Develop techniques for helping children to grow and move to the next stage of development.

Methods:

1. a) Use a mini-lecture or media presentation to provide material on attachment.

   b) Ask participants to reflect on attachment using workbook.

2. Portrait of A Child. Group foster parents by the age they selected to work on. Be sure groups are small, no more than 4 per age. Each group should decide on a name and a description of the child they are thinking about. This need not be a real child, but it may be if they wish. When writing down characteristics of the child, it is important to use the words "I" and "me". e.g., "I" handle separation by clinging, sucking my thumb, and wetting the bed" or "Big dogs and noisy trucks scare "me". Help participants to write up description in workbook. Each group should select one reporter. When groups have completed the exercise, ask each reporter to read "Portrait of A Child" and each member to record typical emotional development issues for each stage in the workbook.

   Follow with discussion of the feelings of a child. How does it feel to be little and afraid of the dark?

3. Using materials from Appendices C, D, and E cover broad areas of emotional development, focusing especially on ages/stages of most interest to foster parents. Emphasize the idea of the child moving from one stage to another.

4. a) Turn to Appendix C and have group discuss the gains and losses children experience as they pass developmental milestones. Ask participants to fill in workbooks with important points you summarize on blackboard.

   b) Ask participants to select a child they have known well (their own or a child in foster care) and fill in the second part of Appendix C with examples of how they have helped the child to grow.

c) Emphasize the importance of a child's developmental stage, not chronological age. Ask foster parents for examples of things to say to help a child move through a stage. Summarize content of session.

d) Remind participants to continue working on scrapbook.

e) Ask participants to read Appendix H, "Four Questions," in preparation for the next session.

SESSION 3

EMOTIONAL DEVELOPMENT: INFANCY THROUGH ADOLESCENCE

Each child moves from stage to stage. Completion of one stage is the foundation for moving on to the next stage. In this chapter we will look at the development of infants and preschoolers as stepping stones to later development in the school-age and teen years.

We will also briefly examine the possible impact of separation or ways in which development can be held up or slowed down.

It is important to remember that a child must complete one stage of development before he or she can successfully move on to the next stage. For example, a 5 year old who has difficulty in sharing toys needs to be able to trust, to learn first about ownership of a toy, to have a social relationship with other children, to handle feelings of anger, and to understand the rules or norms of behavior about sharing. If the 5 year old needs to experience and learn the tasks of a 3 or 4 year old, he is not yet ready to move on to a 6 year old level of development in sharing toys.

Similarly, an adolescent may have missed out on the basic trust or attachment so important in early years. The teen may desperately need to gain a sense of security before he is ready or able to strike out on his own.

Attachment

Infants normally experience the process of attachment or bonding with the mother or primary caregiver. Bonding begins at birth, with the infant entering the quiet and alert state at which he can gaze and make eye contact with mother. Attachment is the interactional process over time by which parent and child get to know each other, read each other's cues and connect on an emotional level.

Attachment and parental response to infants and children's signals and needs provide the basis for physical, emotional, social, cognitive, and moral development. Children (and indeed all of us) need to feel attachment to grow and develop.

ATTACHMENT

Thinking about family members I am deeply attached to, I find the attachment expressed in the following ways:

When I was a Child

(Typically children feel and express attachment through hugging, clinging, rituals such as being tucked in at night.)

As an Adult

(Adults make commitments of time and energy to those they care about. They like to be with the person, to touch and to communicate.)

How has attachment helped me to grow?

(Typical responses are: "I can trust," "I feel secure," "I know I'm cared about," "There is someone there to back me up when I take a risk," "I feel what I do and who I am is important," "Caring about my spouse helps me to care for my children")

Things to remember about attachment:

Attachment is the interactional process over time by which parent and child get to know each other, read each others' cues and connect on an emotional level.

Attachment is the "secure base" from which to grow and explore.

Attachment involves physical senses of seeing, hearing, touching, and even smelling or tasting the other.

Attachment in adults is seen with spouses, friends as well as with children.

PORTRAIT OF A CHILD

As we summarize in this session the stages of emotional development of children, it is important to understand from the child's point of view what it feels like to be at this stage of development.

Draw on your experience as a parent, as a foster parent; on memories of childhood; and on the developmental charts in Appendices C, D, and E, to create a portrait of a child. Imagination will help, as the pieces of information are put together. The child does not have to be a real child. Rather the child can represent a stage of development to explore in depth.

See: Appendix D for stages of Emotional Development, fears and worries.

Appendix E for needs and behaviors of children.

Portrait of an Infant

I am _____, and my age is _____.
(name)

These are the things I experience in each of the dimensions of development:

Physical

Cognitive

Social

Emotional

Moral/Value

When I am angry I:

Things I like best are:

Things that frighten me are:

I show attachment by:

I handle separation by:

Portrait of a Toddler

I am _____, and my age is around _____.
(name)

There are the things I experience in each of the dimensions of development:

Physical

Cognitive

Social

Emotional

Moral/Value

When I am angry I:

Things I like best are:

Things that frighten me are:

I show attachment by:

I handle separation by:

Portrait of A Pre-Schooler

I am _____, and my age is around _____.
(name)

These are the things I experience in the dimensions of development:

Physical

Cognitive

Social

Emotional

Moral/Value

When I am angry I:

Things I like best are:

Things that frighten me are:

I show attachment by:

I handle separation by:

Portrait of A School-Age Child

I am _____, and my age is around _____.
(name)

These are the things I experience in the dimensions of development:

Physical

Cognitive

Social

Emotional

Moral/Value

When I am angry I:

Things I like best are:

Things that frighten me are:

I show attachment by:

I handle separation by:

Portrait of a Teen

I am _____, and my age is around _____.
(name)

There are the things I experience in the dimensions of development:

Physical

Cognitive

Social

Emotional

Moral/Value

When I am angry I:

Things I like best are:

Things that frighten me are:

I show attachment by:

I handle separation:

SUMMARY

HELPING CHILDREN TO MOVE FROM STAGE TO STAGE

It is important to remember that the stages are orderly, in sequence, and cannot be skipped. A child must grow through one stage before he moves on to master another. It is possible that a child may lag in some areas of development, or regress under the strain of separation, as trauma can slow down developmental progress. Each child grows at his unique pace.

The key to understanding a child's behavior is his developmental level, not his chronological age. When we understand the developmental stage a child is passing through, his behavior makes more sense in terms of the stage rather than age. Behaviors that may seem inappropriate at a certain age, may "fit" with a child's stage.

As foster parents, our main goal is to help the child grow and develop. Although we may have immediate concerns about controlling or handling dangerous or destructive behavior, we keep in mind that the long term goal is growth of a child, not control. Often, our patience, our understanding of the stage the child is moving through, and the passage of time will lead to the child's mastery of problematic behaviors. Our positive expectation--that the behavior and stage will pass, and that the child will grow is crucial to the child's development and our own peace of mind. We remember that we are doing our part to help children reach adulthood with a strong self-worth and identity.

Things we can say to children to help them move through a stage include:

1. I know right now you're having a hard time with _____.

2. But this is something most kids go through.

3. I'm confident it will be OK for you soon, and you'll learn to _____.

4. In the meanwhile, I'll try to help by _____.

What are some of the services the caseworker can provide to help the child grow:

Assessment, planning and therapy. Prompt permanence planning reduces extended periods of anxiety and/or confusion. Help the foster parent plan behavior management, or use foster parent training.

Reminder: Use the scrapbook to record the child's growth from state to stage - first bike ride, first day at junior high.

SESSION 4

THE MANY MEANINGS OF BEHAVIOR

INSTRUCTOR'S INTRODUCTION

Purpose:

1. To examine the things we know about development of foster children as a basis for understanding behavior.

2. To understand that discipline is teaching.

3. To examine typical behavior problems and developmental stages so as to assess the meaning of behavior.

4. To examine the ways we react to behaviors and understand why we are upset by behaviors.

5. To review when to ask for help with the child's behavior.

Methods:

1. Review points one through eight on page 33. Do participants understand them? Disagree with any points? Discuss why foster children may have more developmental problems than other children.

2. Do participants view discipline as teaching or punishment? How do they as adults learn? What do they as adults respond well to? As teachers of children, how do we manage behavior?

3. Divide into 4 groups, one for infants, one for small children, one for school-age children and one for teens. Ask groups to brainstorm, for each behavior listed, what it might mean in terms of the child's development. A recorder should list responses. When groups reconvene, examine responses generated as a large group. If participants want to use value- laden interpretations (the child is sinful or naughty, the child is willful), refocus in terms of development.

4. Use group discussion to focus on why behaviors are upsetting. Instructor can begin with an example from personal experience. You can expect both humorous anecdotes and ventilation of frustration. It is important to establish the norm that it is OK to ask for help in understanding a child's behavior and handling one's own frustration.

5. Read Guidelines: When to Ask for Help, pages 35-42 and review pages 19-21. Ask participants to return to charts on behavior problems and to establish when to ask for help. Emphasize importance of development information.

6. Ask participants to select one specific behavior of a foster child's and observe it during the week; think about it and what it means to the child and the family; and ask the caseworker if there is any information about the child's development that helps to explain the behavior.

SESSION 4

THE MANY MEANINGS OF BEHAVIOR

During the last two sessions, we have been reviewing the reasons children behave in different ways and how these behaviors might be related to developmental stages. Let's review what we know about development:

1. The stages are orderly and sequential and cannot be skipped.

2. As individuals, children move through the same general stages at their own pace and in a unique way.

3. Physical, cognitive, social, moral development go together with emotional development.

4. It is possible to become stuck or lag at any stage.

5. Trauma can slow down progression.

6. "Abnormal" behavior is often an exaggeration of "typical" behavior.

7. The child's developmental level rather than his chronological age is key to understanding his behavior.

8. Growth and development is always our goal--not control. We are raising adults not children.

Why might children in foster care have more developmental problems or be more likely to lag behind other children?

They may have lacked important ingredients before they came into care. For example, inadequate food may result in a child being physically small and delayed. Lack of attention or security makes a child afraid and mistrustful. Lack of stimulation impairs ability to learn.

Additionally, the trauma of separation may cause a child to be "stuck" developmentally if he has not had a chance to grieve and adapt.

What can I as a foster parent do about problematic behavior?

1. Try to understand why behavior is occurring.
2. Be aware of <u>when</u> it occurs and what the circumstances are.
3. Be aware of what it means to the family.
4. Be aware of <u>consequences</u> of the behavior.
5. Establish a plan to change the behavior.
6. Discuss it with the child.
7. Explain the rules and consequences.
8. Reassure child he is growing and gaining control of behavior.

* * *

If problematic behavior continues, ask for professional assessment and help.

<u>DISCIPLINE</u> - 1) instruction; 2) a subject that is taught, a field or study; 3) training that corrects, molds, or perfects the mental faculties or moral character; 4) punishment; 5a) control gained by enforcing obedience or order; 5b) orderly or prescribed conduct or pattern of behavior; 5c) self-control; 6) a rule or system of rules governing conduct or activity. (<u>Webster's New Collegiate Dictionary</u>, Henry Bosley Woolf, Editor. Springfield, Mass.: G. & C. Merriam Company, 1975, p. 325.)

As teachers or leaders of children, what kinds of things do we do to discipline children or manage their behavior?

Reward, praise, establish guidelines and rules.

We tell them what we want and expect. We give feedback, sometimes positive, sometimes critical. We provide consequences.

Less desirably, we nag, scold, spank, swat, etc.

How does good discipline build a child's self-esteem?

Good discipline is good teaching. Good discipline provides a safe framework for a child to learn new skills. It provides clear expectations and rules, so the child knows how to earn rewards and desired consequences. It helps to build a child's <u>internal</u> control and motivation--what we would call <u>self-discipline</u>.

BEHAVIORS THAT ARE WORRISOME OR UPSETTING TO FOSTER PARENTS

	Behavior	Reasons for Behavior Developmental Stage Issues or Attachment/Separation	When Do We Seek Help?
Infants (Stage I)	fretfulness constant crying eating problems stiffening, resistance to holding sleep problems	Infants showing these behaviors may be reacting to separation, or may have not yet attached to their own parent or the foster parent.	If the family or caregiver feels exhausted. Infants need a thorough physical examination, especially if they are having eating problems. If the child remains unable to relax with the caregiver even after holding is increased.
Young Children usually (Stage II)	whining, clinging crying withdrawal fighting,temper tantrums disobedience fears of dark, sleep problems noisy, boisterous play resistance or loss of toilet training	-attachment behavior reaction to separation -reaction to separation or feeling of shame -normal for the stage -normal for the stage -fears of separation & normal for age -normal for the age -regression as a result of separation	-If child is not more secure after increased holding and passage of time. -If child won't "engage" with family. -If they disrupt physical functions. -If child consistently, over a period of time, never cooperates. -If nightlights, bedtime rituals, a roommate don't help. -If it becomes harmful to other children -If family is exhausted by laundry, etc. If child does not appear at times to want control of body. If it interferes with school or activities.

Why are these behaviors upsetting?

Some of them, in the extreme, might mean more serious problems. We feel alarmed.

Some make more work, disrupt our schedules, or are expensive.

Sometimes we feel that the behaviors make us look like inadequate parents. Or we feel embarassed.

Sometimes they clash with our values or our beliefs about how things should be.

Sometimes these behaviors get the other children stirred up, and the stress multiplies for the parents.

Why is my reaction to these behaviors important?

It is important to "keep a cool head" and retain the ability to use good judgement instead of over-reacting.

The verbal and non-verbal message I give the child will affect his self-esteem and sense of self.

The way I handle a behavior can determine whether the child will grow and develop or "get stuck at a stage."

BEHAVIORS THAT ARE WORRISOME OR UPSETTING TO FOSTER PARENTS
(continued)

	Behavior	Reasons for Behavior Developmental Stage Issues or Attachment/Separation	When Do We Seek Help?
School Age and Teens (Stages III or IV)	truancy, school problems	-separation may affect a child's ability to "connect" with learning	-when school identifies child's problem
	sassiness, talking back	-a degree is "normal"	-if it interferes with relationships or accomplishing tasks
	eating: bad manners, won't eat, 'stealing' food, overeating	-often a result of poor attachment or reaction to separation	-if it persists after several months of adequate food supply & clear expectations. If health is affected
	fighting, destructiveness, swearing	-some aggression is normal	-if it interferes with relationships or harms another child
	masturbation, sex play, 'dirty talk', sexual involvement	-interest in sex is normal -the poorly attached child may crave "love"	-when it interferes with child's social relationships. If it exploits another child.
	stealing, lying, cheating	-lag in moral development	-if we are aware, we need to seek help--counseling & contraception
	sloppiness, refusal to bathe	-lack of socialization or declaration of independence	-when it interferes with relationships
	substance abuse	-often peer pressure and a response to emotional pain	-when it interferes with relationships or is a health hazard
	running away	-child may fear getting "too close"	-immediately
		**All of the behaviors can be considered "normal" at certain stages. It is a matter of degree	** See Guidelines, When to Ask for Help

Why are these behaviors upsetting to me?

They disrupt relationships.

They assault our moral code or values.

They are embarrassing

They are a bad influence on other children.

We fear the child is out of control.

We feel as if we have failed.

Why is my reaction to these behaviors important?

Affects the child's self-esteem.

It is important to keep "cool" and make sound judgements.

We may frighten or reject a child, and repeat the painful experience he had with his own parents.

We set an example for what we value and expect.

My handling of the behavior determines whether or not the child is helped to grow.

What information do we need to understand the meanings of a child's behavior?

We need to know the stages of child development, what is "normal" and the dimensions of development.

We need to know the child's developmental history, patterns that have been formed and whether the behavior is lag or regression.

How can the child's caseworker help me in understanding the child's behavior?

He or she can discuss the child's developmental history, point out patterns, provide resources on developmental information, and apply their general and theoretical knowledge.

Reminder: Put pictures and examples of positive behavior and growth in the scrapbook!

GUIDELINES FOR FOSTER PARENTS:

WHEN TO ASK FOR HELP

Foster parents do a very difficult and demanding job. Before you became foster parents, you probably experienced the normal stresses and strains of family life. But fostering brings a lot of new experiences and challenges which may affect not only the foster child, but also the well being of the entire family. In order to assist you in providing good care for the child, the agency has a commitment to working in a team approach. As team members, you are expected to keep the worker informed of problem areas and things that are going well. Some foster parents are reluctant to contact the agency for fear that they will be considered inadequate or will be blamed for the child's difficulty.

This is not the case. We know how difficult some of the children can be. We are aware of the effect on the entire family of problems with a foster child. We consider honest communication and requests for assistance as a sign of strength. Straightforward reports of problems with a child show that you are cooperating with the team approach. We encourage you to contact the worker when you feel you could benefit from some additional planning for the child. We urge you to let us know if the family is being stressed by the child. It is your right and responsibility to keep us informed and request assistance when needed.

The following are some guidelines, developed by foster parents and workers together. They are based on typical situations in which foster parents have needed to sort things out with the workers.

BEHAVIOR OF THE FOSTER CHILD

The behavior of the child is dangerous to himself and others.

The behavior of the child is bizarre, exaggerated or inappropriate for his/her age.

The behavior of the child is getting him into trouble at school or in the neighborhood.

The behavior of the child is causing a great deal of extra expense or work for the family.

The behavior of the child does not make sense to you, and is difficult for you to understand even with your knowledge of child development and the effects of separation trauma.

EFFECTS ON THE FAMILY

Your own children are upset or developing problems as a result of conflict with the foster child.

It is becoming more difficult for members of the family to see the child in a positive light.

You and your spouse, or you and your children are experiencing increasing anxiety or conflict about the foster child.

You are so busy taking care of the foster child's needs or problems that you don't have time for recreation, privacy or enjoyment of each other.

The foster child gets "too close" to your spouse, and tries to shut you out of the relationship.

You find yourself preoccupied with problems of the foster child; you or someone else in the family is having trouble eating, sleeping, or being able to get away from the child for a few hours.

Your discipline, rules and routines are being violated by the foster child, and you are concerned it will undermine the structure you have for your own children.

The family cannot afford to maintain the usual lifestyle because of financial expense for the foster child.

You are aware that things that go wrong in the family are being blamed on the foster child.

DISCIPLINE

The child does not respond to normal discipline.

If the child does not respond to normal discipline, you find yourself needing to escalate the level of discipline. For example, you have tried talking to the child, taking away privileges and are now considering spanking. Or spanking doesn't work, and you are considering hitting as the only way to manage behavior.

The child appears to be attempting to provoke you into more serious physical discipline. For example, the child who taunts, "Go ahead and hit me" or the child who physically lashes out at you.

All children will test the limits set by parents. But the child who consistently tests limits or breaks rules without seeming to learn from the experience needs extra help.

You find it increasingly difficult to stick to discipline techniques approved in the discipline policy. You are aware that you are starting to want to use discipline techniques which are not allowed, because the child doesn't respond to your best efforts.

You are feeling frustrated or are losing hope that you will be able to manage the child's behavior in a productive way.

THE AGENCY AND THE COMMUNITY

The medicaid care or foster care payment is late, and there is an immediate need that must be met.

You need assistance in locating a community resource to help the child (doctor, dentist, team, scout troup, tutoring, etc.).

You have asked for help at a community resource, but you are denied access, or put on a long waiting list.

You are feeling isolated or unsupported by the agency or staff.

You know that you need training or reading materials about a certain problem the child is having.

You do not understand your part in the case plan for the child.

You have relevant information about the child's family.

Your are feeling stressed or you are experiencing values conflicts from your involvement with the child's family.

You are concerned that the child is being hurt in some way by the relationship with the natural family or the agency plan.

You need the workers' support or advocacy to deal with the school.

You do not believe you are receiving adequate compensation or reimbursement for the expenses of the child, the amount of transportation you provide, the damage done by the child to your home.

You are having difficulty coping with the pressure or criticism of the neighbors about the foster child.

REMEMBER: it is your right to contact the worker for assistance. There are many valid reasons to ask for consultation, not just the ones listed above. However, if you are concerned about the child, or your family is stressed for any of the reasons listed

here, it is important to let the agency know. We can assist in a plan to handle the child's behavior, we can connect you with community resources that can help, and we can work together to reduce the stress on your family.

SESSION 5

HANDLING THE CHILD'S BEHAVIOR TO HELP BUILD SELF-ESTEEM

INSTRUCTOR'S INTRODUCTION

Purpose:

1. To examine the meaning and components of self-esteem.

2. To clarify limits on discipline techniques used with children in care.

3. To distinguish between discipline that enhance the child's self-esteem and discipline that does not and examine discipline techniques within a framework of child development.

4. To build skill in clear communication of expectations.

Methods:

1. A. Ask participants to look at "building blocks" diagram on the first page of Session 5. Can they give examples from their own experience which illustrate how their self-esteem developed. You may wish to begin with an example from your experience.

   B. Discuss problematic ways a child may express a sense of self. Divide into small groups. Ask each group to select a behavior and discuss developmental appropriateness and how it could be handled.

2. Distribute copies of agency discipline policies if available. Discuss reasons for agency policy on discipline. Compare policies if more than one agency is represented. It is part of foster parents' role responsibility to know their policy. Recall discipline methods that made participants feel best as children.

3. Divide into small groups (by agency) to fill in blanks on discipline charts. Review in large group.Present to the group for general discussion the two discipline methods proposed which enhance a child's self-esteem -- rewards, and natural consequences. Remind participants that the workbook Fostering Discipline is available for those who want to spend greater amounts of time exploring discipline. Ask participants to identify examples of these two approaches that have been useful to them and have helped the child. Refer to Appendices F and G.

4. Discuss the characteristics of good rules, and ask participants to change the negatively worded rules to positive ones. Ask if anyone would like the group's help in developing rules for their home. Summarize the importance of positive communication and discipline to the child's self-esteem .

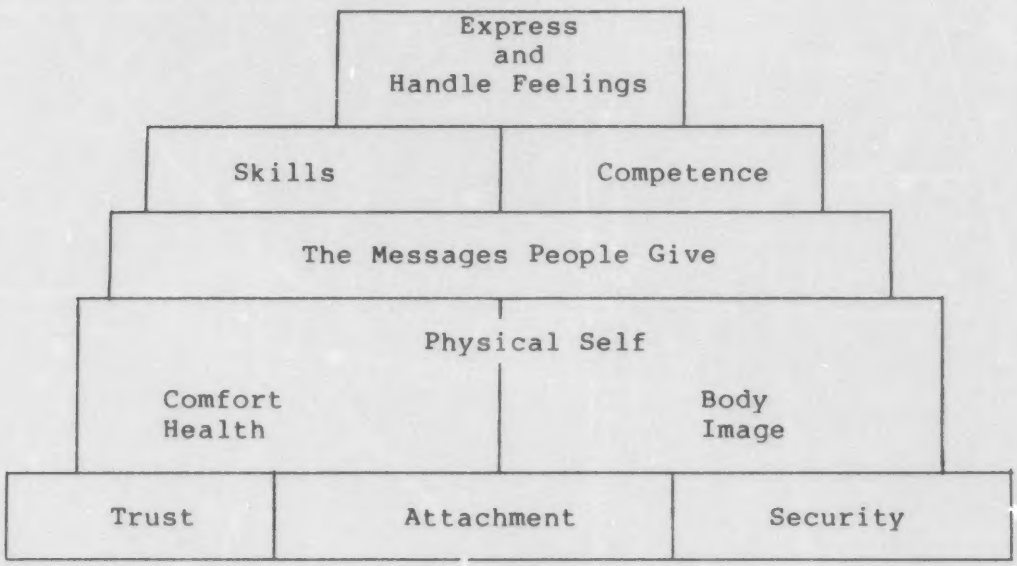
5. Discuss progress on scrapbooks. Ask participants what they can include this week to enhance the child's self-esteem.

SESSION 5

HANDLING THE CHILD'S BEHAVIOR TO HELP BUILD SELF-ESTEEM

Self-esteem: Pride in oneself.

A child's sense of self, and self worth is composed of many building blocks. Attachment, trust and security are the foundations. The child's name, the face he sees in the mirror, his physical comfort and the way he feels about his body are important. The messages he receives from the people around him affect self worth. A sense of mastery or competence in accomplishing tasks or developing skills contribute to self-esteem. Acceptance and expression of feelings is crucial, and appropriate words and activities to get the feelings out are necessary. A sense of gaining control over himself in behavior and feelings is an ultimate part of self-esteem. When children are young, they need the limits and structure provided by parents; as they grow older, they need an ever-increasing awareness of controls from within.



A child's developing sense of self is expressed in ways that may seem problematic:

defiance

testing limits

not wanting to share

fighting over possessions

interrupting

bragging

wanting to be the center of attention

pushing to be first

At the same time, these behaviors may be important steps toward a sense of self. Select one of the above behaviors and think about when (developmentally) it may be appropriate, what it may mean, and how it can be handled.

Behavior: _____

All the behaviors are an assertion of self.

Foster parents can enhance the child's sense of self by paying special attention to the child, listening, pointing out strengths and accomplishments, expressing affection.

At the same time, limits and rules need to be clear and consistent.

With certain behaviors (defiance, bragging, wanting to be the center), it is possible to use planned ignoring when the child is inappropriate, and praise when the child is appropriate.

What kinds of discipline techniques do most parents use?

Spanking, scolding, nagging, rewarding, yelling, teaching, explaining.

In thinking about discipline, how is the situation of foster parents different than than of parents in general?

Foster parents are limited by agency policy. Foster children are not their own, and do not have a history of attachment and security with the foster family.

Foster children have experienced neglect, rejection, abuse, etc., and may have established patterns that perpetuate the negative experience. Foster parents can have their homes investigated on complaints of improper discipline or be subject to liability suits, loss of license, if a child is harmed by discipline attempts.

What is my agency policy of discipline?

Why might children in foster care have a greater need for building self-esteem?

They blame themselves for separation from their families, and may feel bad, unworthy, unlovable, etc., because of their earlier life experience and the effects of separation.

For each of the discipline techniques parents might use to manage behavior, let's look what it might teach the child, the effects on self-esteem, whether or not it is permitted by agency policy, and limits that should be applied.

Type of Discipline Technique	What It Teaches the Child	Effects on Self-Esteem	Limits on Using Technique	Permitted by Agency Policy?
PHYSICAL Spanking	to hurt someone when you are angry	negative	should not be used with abused children and probably not with any child	
Washing Mouth Out With Soap	bigger people can hurt and humiliate little ones	negative	should not be used	
Holding or Restraint	bigger people have power	usually negative, can be helpful if it protects child	used minimally to stop child from hurting self or others or destroying property	
Slapping, Hitting	to hurt or strike out when angry	negative	should not be used with abused child- and not with any child	
VERBAL Scolding	to put up with scolding in order to do what he wants	harmful, especially if it attacks child's character rather than behavior	vent feelings by using "I messages"- Set rules and carry through	
Nagging	to ignore a turn-off	can be harmful	same as scolding	

Type of Discipline Technique	What It Teaches the Child	Effects on Self-Esteem	Limits on Using Technique	Permitted by Agency Policy?
Praising	that he can do things well	positive	praise behavior realistically	
Shaming	that he is no good	negative	show how to do better	
WITHHOLDING OR GIVING Withholding Food	bigger people can take away what you need	negative	may be used for desserts or special treats, but tends to make food important	
Giving Extra Money or Treats	you can earn good things	positive	should be realistic in terms of behavior	
Withholding Clothes	bigger people can take away things you need	negative	special clothes or very expensive clothes may be used as rewards	
OTHER "Time Out" or Isolation	either that you leave a situation until you're in control of self of that people will desert you.	within limits, positive, or negative if used to excess	keep very short, keep child close to adult, emphasize child gaining control	
Redirecting Child's Activity	that people are helpful and there are better ways to handle a situation	positive	none	

Using Rewards to Shape Desired Behaviors

If we reward children for doing well, won't we teach them to expect rewards for everything they do?

Not necessarily. Only if rewards are excessive. We use rewards while the behavior is difficult, and decrease them as it becomes easier.

How can we use rewards to teach children, but also so they will not have always depend on rewards in order to behave well?

Combine rewards with sincere and specific praise, so that they will come to feel good about themselves.

What are some of the rewards I get for doing things I'm expected to do?

How do rewards and punishments fit into what we know about development?

Infants: Controls are all external. Child needs to learn to trust others. Lots of praise with rewards will help child build social relationships rather than material rewards.

Toddlers, Preschoolers: Controls are still basically external, but social rewards are important. Child usually responds to a combination of rewards and praise.

School-Age: Children want rules, and feel things should be "fair". They will work hard to earn goodies and others esteem. They are resentful over unfair punishments.

Teens: Can wait and worker longer for rewards. They still need to feel people care, and receive social rewards as well. Should be actively involved in setting rules and consequences.

See Appendix F for uses of rewards.

REMEMBER TO USE CHILD'S DEVELOPMENTAL STAGE, NOT HIS AGE.

Natural and Logical Consequences of Behavior

What is meant by allowing the child to learn from the consequences of his behavior?

The child learns to make decisions and take responsibility for consequences as a result of the decisions.

People talk about natural, logical and artificial consequences.*

Natural consequences are:

Those that occur without a parent's intervention.

Logical consequences are:

Those set by the parent and directly connected to the behavior.

Artificial consequences are:

Those which the parent sets which are not connected to the behavior.

What would I be teaching a child if I allowed him or her to experience the natural consequences of behavior whenever possible?

He learns what the consequences are and learns to make good decisions.

You would be teaching him responsibility for his own behavior.

* See Chart in Appendix G.

Communication of Expectations

One of the first things we have to do is make sure the child knows what we expect or insist upon and that he knows how to do it. What are the characteristics of good rules?

1. they are specific as to behavior

2. they include alternatives or choices and rewards

3. they include consequences

4. they concern behavior which is under the control of the child

5. they concern behavior which the parenting person can monitor

6. whenever possible, they are stated positively

Can you change these rules from a negative to a positive expectation?

If you don't make your bed or clean your room you are 'grounded' for that day.

Your bed must be made and your clothes picked up before you can go anywhere after school.

If you fight, your punishment is to go to your room.

We don't allow hitting. If you and Susie disagree, we'll help you talk it over, or you may wait in your room until you calm down enough to solve the problem.

What are the ways we can make sure children know the rules?

Include them in setting up rules. Repeat the rule clearly and ask the child to repeat it. Repeat the rule each time you reward child or provide a consequence. You might ask child to draw or write the rule.

Why might we include children in setting up rules?

They are more likely to understand the rule and the reason for it. They will feel the rule is fairer, and be more willing to express their feelings. You may understand more about behavior after hearing their side of the stories.

Self Assessment

What are some of the best discipline techniques I use to build my foster child's self-esteem?

Which ones might I not want to use, as they may not help self-esteem?

Reminder: Put lots of "positives" about the child into his scrapbook to reward and acknowledge strengths and build self-esteem.

SESSION 6

THE CHILD'S FAMILY AND ETHNIC HERITAGE

INSTRUCTOR'S INTRODUCTION

Purpose:

1. Examine the importance of the biological family to the foster child.

2. Develop techniques for foster parents to acknowledge positive attributes of the biological family (nuclear and extended) which support the foster child's developing identity.

3. Develop understanding of the importance of ethnicity and cultural awareness to the child's identity.

4. Determine resources and techniques for foster parents to enhance the child's ethnic identity.

Methods:

1. Ask participants to discuss the importance of the family. Ask them to think about the following: Who do I resemble? How? Who is in my family? Who am I closest to from the family in which I grew up? Who is my favorite relative?

   How important is my family of origin? When participants establish in their own minds positive connections with their families, proceed to discussion of foster children's families.

2. Ask participants to think of specific children and their families. List all the positives they can think of on newsprint or board. Ask them to copy into their workbooks the ones they can use most effectively.

   Ask trainees to turn to Appendix I. What can they tell about children in their care from examining the family tree? What are the strengths they can point out to the children? How might the family tree help the child? (Remember, it may point out placement resources for permanency planning).

3. Give a mini-lecture on minority children in care, ethnicity, and transracial placement. This may be a good time to have a resource person or two who are knowledgeable in minority child development and cultural issues. This will depend on background of participants, placement practices and the community. Even if there are no transracial placements, it is still a good idea to examine cultural differences. (See Instructor's Appendix).

   If participants have ethnically and culturally diverse backgrounds, they can discuss differences in traditions, rituals, and holidays. How are children handled differently? How are children supposed to react to adults?

4. Ask foster parents to think specifically about children in their care. What can foster parents do to strengthen a child's ethnic or cultural identity? List on board or newsprint, then ask them to discuss and select techniques they might try at home. Point out appropriate items in bibliography.

   Identify resources in the community which promote ethnic awareness, particularly those which might be helpful to children in foster care. Summarize and provide time for filling in the workbook.

5. Discuss items which can be added to the child's scrapbook which reinforce his connections to family and ethnic group.

SESSION 6

THE CHILD'S FAMILY AND ETHNIC HERITAGE

All children receive their physical, biological potential as the genetic gift of their parents and ancestors. What are some of these "gifts?"

Color of eyes, hair, skin. Height, large or small frame. Intelligence potential and abilities. Facial and other physical features (nose, hands, ears).

Why are these "gifts" important to the foster child, or any child?

They are what makes the child uniquely himself. They constitute his appearance, his capacity and his sense of self.

In this country, many people tend to think of a "family" as consisting of parents and children. However, there are many types of families. For example, a family may be a grandmother, auntie, mother and child.

Other types of families might include:

A sibling group with an older sibling as 'caretaker.'

Grandparents, parents and child--all living with and involved with the child.

Parents, aunts, uncles and grandparents--all living with or close to and involved with the child.

Members of a band or tribe--all involved with the child.

Foster or adoptive family, with some children not biologically related to the parents.

A stepparent who is not related to the children but takes care of them.

Why is the foster child's extended family important to him?

Aunts, uncles, cousins, grandparents, godparents, all make up the fabric of his experience, and carry the same genes and features as the child.

Especially if the child has not received much from parents, other relatives can give to the child and provide a positive identification. They are a potential resource for placement.

Why is it important to place siblings together?

It reduces the trauma of separation from parents. Siblings are bonded to each other and depend on each other. Our first social peer relations are with siblings. Older siblings teach and take care of younger siblings. Separation of siblings causes guilt, self-blame, and intensifies sibling rivalry.

Sometimes brothers and sisters are placed in different foster homes. How can foster parents maintain the ties between siblings?

Offer to take all siblings in your home, if feasible. Arrange regular visits and outings for siblings. Be sure to include in birthdays and other important occasions. Encourage siblings to call and write regularly between visits.

Keep photographs of siblings prominently displayed. Talk about the brothers and sisters frequently.

What if I don't find too many positives in the child's parents?

Try again. At the very least you can comment on color of hair or eyes and other physical attributes in which the child resembles the family. Look at the extended family. There may be a grandparent or uncle with certain characteristics you can genuinely admire or value. Also, the biological parents have produced a fine child, your foster child. This is certainly positive.

How many positive things about their natural family have I mentioned to the children in my home? How can I do more of this?

Thinking about a particular child's family (parents, siblings, grandparents, aunts and uncles), what can I point out that is positive?

	Examples	What I Can Say or Do
Physical Characteristics	You are tall like your dad. You have black hair like your mom.	
Occupations	Grandpa was a farmer. Uncle Joe is a good mechanic. Aunt Sarah is a beautician.	
Concern for the Child	Your auntie sent a birthday card. Grandma sent you cookies.	
Names	You have a beautiful name. You were named for your great aunt. Your name means	
Family Talents and Skills	Your grandma is a terrific cook.	

The 'family tree' or genogram is a diagram of the extended family. It can show names, dates, locations, and bits of family history. Can I make a family tree for children in my home? (See Appendix I).

It is extremely helpful for the child in foster care to see the family tree of biological relatives.

The genogram is an objective and visual reminder of a child's connections with the extended family.

Why are visits with the natural family important?

- Research shows that children who have visitation with their parents are more likely to return home (Fanshel).
- Children are reassured that their parents have not died, vanished or abandoned them.
- It keeps children in touch with reality, so they don't form unrealistic fantasies about their parents.
- It reinforces their sense of self--and their self-esteem to see that parents still care despite the separation.

What if the child in my home has little or no contact with his or her natural family?

He still needs to know about his family and family history. The foster parents and caseworker can help by locating photographs and other family memorabilia, and working on the child's family tree. Trips to the place the child was born, development of a life story book, and conversation about the family can help. Why is there no contact? Has the worker tried aggressive outreach with the family? Are there other relatives who could be involved?

It is often difficult for a school-age child to explain to classmates or teachers who he is, why he's living with a foster family. How can I help a child explain his or her status?

The foster parents and caseworker help the child develop a "story" which is true, but omits details which might gain negative attention. For example:

"My mom is in the hospital so I'm staying with the Smiths" not
"My mom went crazy and the police took her away".

Also, help the child understand that he does not have to answer questions or give information he does not feel comfortable discussing.

Many of the books and responses about child development were written mainly with the middle class, white, two-parent family in mind. But, when we look at the ethnic backgrounds of children in foster care, we find many don't fit here. How are they different?

Minority children are over-represented in care. Only 52.7% of the children in foster care in this country are white. (Child Protection Report, Volume X, No. 1, pg. 3, Jan. 1984)

We find Black, Hispanic (Puerto Rican, Mexican American, and other groups), Native American (who come under jurisdiction of Indian Child Welfare Act), Southeast Asian, and other Asian children, and a variety of bi-racial or bi-cultural children.

Many states and agencies now have policies that children should be placed in foster homes of the same racial or ethnic group as their families. Is this prejudice?

No. It is a good practice, based on knowledge of the child's development of self-esteem and identity.

What are the advantages of such a policy for the child?

The child is with people who look like him; speak the same language or dialect; have customs and folkways like his own family. He feels more of a sense of "belonging" because he fits in. He learns how to be a part of his own culture, and learns survival skills as a minority person.

What are the disadvantages?

This should always be high priority. However, other factors may take greater priority. Even if the family of the same cultural group is poorer, less educated, etc., it is outweighed by the advantage to the child's identity.

What are some differences from ethnic group to ethnic group in what is expected of children?

Ways of relating to parents and other adults; ways of relating to siblings; ways of relating to relatives.

Here are some examples:

Hispanic children lower their eyes as a sign of respect when addressing an adult. Anglo children are expected to make eye contact.

Black children are expected to help with siblings. The Hispanic or Arabic boy is expected to be protective of his younger sister. Native American children are regarded as belonging to the tribe or extended family rather than belonging exclusively to two parents.

THE CHILD'S BACKGROUND AS PART OF IDENTITY

	EXAMPLES	WHAT CAN I DO TO FOSTER THE CHILD'S IDENTITY?
FAMILY - nuclear and extended	family traditions, family reunions, family history, Marker events (weddings, funerals, birthdays, graduations) family rituals family stories	Discuss traditions, stories with family and child. Try to include family in foster family celebrations with child. Include family history in life story book or case record. Arrange for child to attend family functions. Incorporate some family customs into foster family activities.
Religion	celebrations and customs (christenings, bar mitzvah, weddings, etc.) Observation of holy days (holidays): Christmas, Yom Kippur, Ramadan, Chinese New Year Values and beliefs	Arrange for child to attend regular religious observance if of a religion different than foster family. Talk with pastor, priest, mullah, guru, or rabbi about observance of holy days within your home, or arrange for child to participate with his own family. Understand how difference in values and beliefs may affect child's behavior.
Ethnic Group	Clothing, Hairstyles Language, Music Literature, Food, celebrations and customs Historical accomplishment Leaders	Support child's wish to resemble his ethnic group in appearance, dress, hairstyle, etc. Learn special techniques of hair and skin care. Expose child to literature, music, drama of his group. Teach him history of his group. Learn a few words of his language. Teach him language. Point out leaders and role models of his group. Arrange for child to meet and know other members of his group.

What are some of the resources in my community which might be helpful for learning more about different cultures?

Organizations such as InterTribal Councils, LaRaza Unida, NAACP, Urban League, etc.

Churches, temples or mosques.

Grocery and specialty shops.

Library - books, films, records, artwork -- and museums.

Schools, particularly social studies and language programs.

What can I do if there are no such resources?

Visit a nearby city where resources exist.

Use library to request loans of books and movies from other areas.

Bring ethnic specialists to foster parent or community conferences.

Question why agency is placing minority child in my community.

How can I help children in my care feel proud of their ethnic heritage?

First and foremost, demonstrate respect for his biological family. Allow him to dress, talk, play like members of his ethnic group. Do not expect him to conform to minute details and rules of your group. Have a variety of materials in your home which feature the music, art, literature of his group. Cook ethnic dishes for him. Arrange for him to spend time with adults and other children of his group. Do not allow your associates to make insensitive remarks about the child's origins or his group. Help the child observe religious or cultural traditions with his family or his group. Express genuine, positive feeling for hair, eyes, skin color, etc.

Reminder: **Pictures of the extended family, and information about the ethnic group can be included in the scrapbook. See Appendix I for "Making A Family Tree."**

SESSION 7

THE FANTASY FAMILY AND HEROES

INSTRUCTOR'S INTRODUCTION

Purpose:

1. Increase understanding of the role fantasy plays in our development.

2. Increase understanding of the role of fantasy for the emotional development of children in care.

3. Increase understanding of children's fantasies about their natural families.

4. Develop techniques for handling children's behaviors around fantasies.

Methods:

1. Give every foster parent a blank name tag, and ask them to write on it the name of a childhood hero or idol. Ask them to get up and walk around so they can see each other's name tags. Ask them to make relevant remarks. Then discuss: Why did we pick these "heros"? How did it feel to be called by their names? Why was this person important to me? What need did it meet for me?

   Encourage active discussion and emphasize normalcy and usefulness of fantasy in child and adult development.

2. Use a mini-lecture to briefly review developmental material in Appendix D. Review what we know about development so far. Then invite group to discuss the effects of fantasies on development.

3. Divide class into 3 small groups and assign one of three cases to each group (Joey, Alicia, Laura). Ask each group to develop strategies for helping the child. Reconvene and report back to large group.

   State that it is not unusual for children to develop a fantasy family. The author gives an example from her childhood when she decided at age 4 or 5 she must have been adopted because "these people" (her parents) would not give her a white rabbit. If you as an instructor can recall a family you fantasized about, it would make a good introduction.

4. Discuss: "How can we as foster parents help foster children to accept reality?" Generate, list and summarize important points as they emerge.

5. Ask participants to bring the scrapbooks they are working on to the next session.

   Also ask them to fill in Self Assessment in Appendix K before next week's session. Explain that it will help them think about the directions they will take and can help you in assessing training needs for the future.

SESSION 7

THE FANTASY FAMILY AND HEROES

Children have an active fantasy life. They daydream of accomplishments and recognition. They have hopes and aspirations. When something is lacking in their lives they may fantasize to fill the void. Fantasy plays a creative part in the child's emotional development.

In early childhood children may develop an imaginary friend or pet. Observing preschoolers, we see them playing at being grown-up mothers and fathers or playing at a specific role like being a fireman or a nurse. As children grow older, their fantasy figures may change. A little leaguer waiting his turn at bat may think of Reggie Jackson. The child climbing the fence in the backyard may be pertending to be Spiderman. The fifth grade girl doing her homework may be hoping to become a teacher just like Miss Johnson. The eighth grader at the roller rink may be remembering the star of the roller disco movie as she navigates a turn.

As adults, we can remember some of the heroes and idols of childhood. I remember daydreaming about:

When I think about this person, I realize that I wanted:

I pictured myself with or like this person doing:

Are these daydreams and fantasies a normal part of childhood development?

Yes, all children daydream and fantasize. We use our heroes as guideposts for our future aspirations.

Why are daydreams and fantasies significant to children in foster care? Because children in foster care have been separated from their families and their past, they are confused. They create fantasies to explain their present situation to themselves and to the world. Fantasies can take off the edge of pain, or substitute a more pleasant thought for a confusing and difficult reality.

Here are two examples of fantasies children have had.

Joyce knew she would never be able to go home to her natural family. She went through 11 placements during school-age years and adolesence. She dreamed that some day she would find a foster mother who would really understand her and want to keep her. She did not find that foster mother, but grew up to become a foster parent for teenagers.

A black teen with at the last name of Robinson learned all he could about black athletes Jackie Robinson and Sugar Ray Robinson. He fantasized that they were his uncles. His interest in sports developed, and he became competent at boxing and baseball.

How were the fantasies useful or productive for Joyce and the Robinson youth?

Joyce became the foster mother she had wanted for herself. It was an ideal that shaped her development. It gave her hope, and led to an eventual sense of great accomplishment.

The Robinson youth needed a family and needed role models. By fantasizing about Jackie and Sugar Ray Robinson, he rewarded his own efforts to become proficient at sports.

Some children get into difficulties with their fantasies.

Joey, age 8, did not know who is father was. When asked in school to write a paragraph on "My Dad," he wrote that his father was a well-known TV star. The teacher, recoginzed that this was not true, gave him a failing grade on the assignment. One of his friends saw the paper and began making fun of Joey. They got in a fight and the foster parents were called to school. They were embarrased and felt Joey should be punished for lying.

Alicia remembered her mother and could not accept that her parental rights had been terminated. She said that she knew her mother would come get her someday and refused to be adopted by the foster family who loved her dearly. She spent many hours in her room writing letters to her mother which were never mailed. All the members of the foster family were upset by this rejection, and the parents were angry about Alicia's preoccupation. They began to wonder if they could tolerate keeping Alicia under the circumstances.

Laura's mother is a prostitute and drug addict. Laura claims that her mother is a "dancer" and that she wants to grow up to be a dancer like her mother.

What might be the reasons for Laura, Joey and Alicia's fantasies about parents? How could the situations be handled productively?

-Joey needs to know about his father so he doesn't have to create fantasies. Someone needs to educate the teacher on the emotional needs of children in foster care. The foster parents need support, and they need to help Joey develop an explanation about his father he can give at school and to his friends.
-Alicia needs help (perhaps therapy) in grieving for the termination of parental rights and loss of her mother. The caseworker could use a life story book and other records to help make the loss of her parents real. Perhaps Alicia's bio-mother could talk or write to her, and give her reassurance and permission for adoption. The foster family needs to give Alicia time and support to talk about her loss.
-Give Laura dancing lessons so she can develop self-esteem for her own accomplishments. Ignore claims about mother, but acknowledge Laura's love for her mother.

Why do children in care develop fantasies about their natural parents?

- Because they are confused about actual history and circumstances.
- Sometimes past reality is too painful to face.
- All children fantasize about all sorts of things, including parents.
- They aren't getting immediate needs met.
- A fantasy is something a child can create and control, which feels especially good to someone who feels little control over his/her life.

When should foster parents become concerned about a child's fantasies?

- If a child becomes excessively withdrawn.
- If a child is frightened by his fantasies, or frightens and threatens others with his fantasies.
- If a child beyond the age of eight has real difficulty distinguishing between fantasy and reality.
- If child's social relationships are not rewarding, or the child has difficulty learning and growing.
- If the child receives negative reactions from the environment as a result of fantasies.

REMEMBER -- FANTASIES ARE USUALLY PRIVATE.

How can we as foster parents help children to accept reality? Is this affected by the stage of development?

It is normal to fantasize and daydream throughout the life cycle. Fantasies help us feel good, provide inspiration, and are a harmless way to discharge tension. Fantasies are usually private and need not be shared. The ability to distinguish fantasy from reality is operating in most children around age six. This means that children of school age are beginning to understand consequences and principles of cause and effect. Younger children typically believe that thinking about something makes it happen--what we would call "magical thinking."

Children in foster care will typically exhibit some developmental lag, and may fantasize more, and for a longer period of time as a result of painful life experiences. IT IS IMPORTANT TO KEEP IN MIND THAT A FANTASY (particularly about natural parents) MAY PROTECT A CHILD FROM PAIN HE IS NOT YET ABLE TO FACE. Children should not be told to relinquish fantasies--they will give them up as they are ready and able.

The child will "accept the reality" of being in foster care as he becomes involved in every day activities, gets his needs met, and feels accepted as an individual and as part of his biological family. Casework and/or therapy can be helpful for the child who is having a lot of difficulty in this area. Remember, FANTASIES ARE NOT LIES. THEY ARE CREATIONS THAT MAY HELP THE CHILD FEEL BETTER.

Reminder: Who are your child's 'heroes?' Can fantasies be changed into goals? Pictures of heroes, and people doing what they hope to do can be included in the scrapbook.

SESSION 8

THE FOSTER FAMILY'S ROLE IN ASSISTING DEVELOPMENT

INSTRUCTOR'S INTRODUCTION

Purpose:

1. Review knowledge of emotional development.
2. Summarize techniques for building the child's self-esteem.
3. Discuss importance of parental visitation.
4. Discuss identification of children with the foster family.
5. Assess strengths of the foster family.

Methods:

1. Display life story scrapbooks which participants have brought in. Admire and reinforce all projects.

   Ask participants what things they have learned that new foster parents would need to know in order to promote the foster child's emotional development.

   List on the board or newsprint as topics are mentioned. Allow time for group to copy into manual.

2. Divide into small groups to summarize techniques for building self-esteem. A recorder from each group can report to the larger group when it reconvenes.

   Remind participants that their life story scrapbooks are a significant tool for helping children feel good about themselves.

3. You might plan to distribute agency policy regarding natural families. Ask participants to discuss.

   What are the responsibilities of the foster family to the natural family?
   List on the board or newsprint items generated including:
   - problematic behaviors
   - reaction to separation
   - things to do if visits are triggering reactions

4. Ask participants to list in their workbooks any evidence of children identifying with their foster families.

5. As a summary, ask participants to discuss briefly their self-assessment of their training needs re:
   - children of specific ages
   - natural families
   - behavior management

   Use this discussion of needs assessment for the planning of future training.

6. Ask each participant to share one important idea they have gotten from the course. When the entire group has shared, conclude by summarizing what participants have stated, and what you have learned from them.

SESSION 8

THE FOSTER FAMILY'S ROLE IN ASSISTING DEVELOPMENT

While the natural families and fantasy families play an important part in the development of children's identity, it is foster families who are entrusted here and now with the responsibility of helping children grow and develop in their homes.

What are some of the things foster families need to understand in order to promote the child's emotional development?

- Each child develops at his own unique pace.
- The dimensions of development (emotional, social, cognitive, physical, moral) are interrelated.
- Because of separation and early life experience, developmental lag or regression is not unusual in children in foster care.
- There are things we can do and say to help the child grow to the next stage.
- Discipline is teaching, and should promote self-esteem.
- What the child's behavior means to the child.
- All children fantasize. Fantasy can be creative and productive.
- The child in foster care may fantasize about his family and/or other heroes.
- When to get professional help.
- The child's family is very important to him. Positive attributes are part of his identity.
- The child's ethnicity is an important part of identity.

What are some of the things foster families can do to help children feel good about themselves?

Establish positive expectations about behavior, with clear rules. Use rewards and consequences rather than physical punishment, shaming and scolding.

Give the child a mirror, nice clothes, praise his appearance.

Give tasks and chores at the child's ability level so he can succeed.

Give specific and sincere praise for accomplishments. See the child has opportunity for lessons or instruction to develop talents.

Provide an environment which reflects the child's ethnicity, and includes food, music, literature, art, traditions, etc.

Accept the

Keep a scrapbook as a record of the child's identity.

Seek professional help as needed.

Point out positive attributes of the child's family.

Never "put down" the child's natural family. He is part of them.

What are the responsibilities of the foster families to natural families?

Policy may vary from agency to agency. Generally speaking, the natural family has rights to make non-emergency medical decisions, to determine the child's religion, and to expect good care and to see the child. The foster parents' responsibility is to ensure that child and parents visit, that parents are informed of child's progress, and that parental rights are respected.

It is important to point out strengths of the family to the child, and to respect his attachment to them.

It is useful and appropriate to involve the family in planning for the child (school conferences, haircuts, birthdays).

Remember the child's family (extended family) is a rich resource and a major source of his identity.

What are some of the problematic behaviors that visits with natural families seem to trigger in children?

Regression.

Child will be "wild", hyperactive, out of contro..
or
Child will be sad, withdrawn.
or
Child will be angry, destructive.
or
Child will wet the bed, have trouble eating or sleeping.

How are these behaviors a reaction to ongoing separation trauma?

The child misses home, the past, the parents and feels a recurrence of sadness or anger with each goodbye.

The child feels torn between the foster and natural family.

The child is anxious, confused about where he really belongs.

Would stopping the visits help the behavior? Why?

Probably not. The child would still miss the parents, and would develop even greater anxiety of abandonment or loss of love.

Not seeing the parents would lead to an increase in fantasy, probably with the natural parents growing nicer and better in the child's mind.

What are some of the things I can do if visits with the natural family are triggering such behaviors in children in my home?

Reflective listening. "It must be hard and sad to say goodbye."

Providing more support, attention at difficult times before and after visits.

Involve the worker and the natural parent in planning visits for smoother transitions.

Increase the visiting so the child has more frequent reassurance.

Ask the caseworker to monitor visits if necessary.

Even children who feel very close to their natural family may develop important identifications with the foster family, especially in the skills and talents developed in the foster home. Long after she returned to her mother, Beth continued to love music and play the piano--which she had learned from her foster father. Randy became a good student and eventually attended the college that the foster parents had attended. Susan had loved the foster family camping trips and grew up to love the out-of-doors.

In what ways can I see children in my care identifying with our family?

* * *

Even after they grow up and leave foster care, children wonder about the time spent with your family.

Sometimes they will contact you trying to reconstruct memories or answer important questions which arise in the young adult's search for identity. They may be particularly concerned about their worth and loveability when they were with you, and why they left your home.

"A Letter to a Young Man Formerly in Foster Care" is found in Appendix J. It illustrates the foster parent's important role in building self-esteem and enhancing identity even after a child has grown.

What would I write to a former foster child?

APPENDICES

APPENDIX A - My Development As An Adult

APPENDIX B - Making a Scrapbook

APPENDIX C - Childhood Growth, Gains and Losses

APPENDIX D - Stages of Emotional Development

APPENDIX E - Needs and Behaviors

APPENDIX F - Rewards

APPENDIX G - Natural and Logical Consequences

APPENDIX H - Four Basic Questions About Child Behavior

APPENDIX I - Genogram (Family Tree)

APPENDIX J - A Letter To A Young Man Formerly In Foster Care

APPENDIX K - Self-Assessment

APPENDIX A

MY DEVELOPMENT AS AN ADULT

I am continuing to develop although I am an adult. If I think of myself as I was ten years ago, I can see many changes.

Physically, I have changed in the following ways:

Mentally or intellectually I have changed by learning the following new skills or accepting new ideas:

Socially, in terms of getting along with other people, I have changed in the following ways during the past ten years:

Emotionally, recognizing, dealing with, and expressing my feelings, I have changed in the following ways:

Morally, in terms of what I think of as right and wrong, I have changed in the following ways:

What are some of the things that happened to me that led to these changes? What did I do to change?

What changes can I expect during the next ten years?

What are some of the things during my childhood which made me the person I am today?

APPENDIX B

MAKING A SCRAPBOOK

The child in foster care, especially one who has been in more than one placement, may have gaps or distortions in his or her sense of time, sense of place and sense of self.

The child, especially a younger child, may not have a well-developed time sense. To a newly separated child, a week can seem like an eternity. Later, when looking back, the former foster child may not be able to remember how long or at what age he or she was in care or with a specific foster family.

The child in care may experience confusion about where he or she started out, where he or she lives, and not able to think of a specific place as being home.

The child in care may also need extra reminders of accomplishments and activities on which the sense of self--identity and self-esteem--are based.

A scrapbook is an orderly way for the child to preserve a record of his identity while in foster care. When the child moves on, whether to return home, to be adopted, or to be placed in another foster home or institution, the scrapbook can go along to document the past.

The Scrapbook can be:

--a photo album or scrapbook purchased at the dime store

--a notebook binder

--a home-made book covered with wallpaper, contact paper or drawings by the child.

The Scrapbook can contain:

--pictures of the natural family

--pictures of the child's life in the foster home:

arrival
birthdays
candid snapshots
special pets
the child's room
the foster family

--information about the child's physical development:
  height
  weight
  skills
  birthdays
  physical checkups

--a record of milestones (include dates):
  first bike ride
  using a punching bag to handle anger
  first day at school

--pictures of the child's activities:
  school
  sports
  Sunday school
  camping
  scouts

--drawings by the child

--mementos:
  school work or projects
  letters
  birthday cards
  awards
  programs
  newspaper clippings

--dates, names, and places identifying where the child was at a given time

--a family tree to show names and characteristics of the natural family

--a family tree to show names and characteristics of the foster family

--pictures cut from magazines to represent a child's heroes, fantasies or goals

Sources of information for the scrapbook:

--natural family (including extended family)

--caseworker (current and past)

--case records

--school (current and past)

--recreational activities

THE IMPORTANCE OF THE SCRAPBOOK IN THE CHILD'S TRANSITION TO PERMANENCE

In earlier days, there were rigid boundaries which separated foster parents from the natural families or adoptive parents of children. That once-rigid line is becoming blurred as foster parents become adoptive parents themselves, or work closely with natural families, or are involved in the adoptive planning and placement. In the past, foster parents found themselves writing letters or lists of necessary information to faceless unknown persons, hoping that all would go well, yet uneasy because there was no contact. "Will tne new family be able to handle Jamie's bad dreams?" "I know Sam's teddy bear is worn and grubby, but he came here with it, and he needs it when he's feeling low. I hope they understand that he doesn't want a new teddy yet."

Former foster children reminisce in later years: The Johnsons--the people with the big black dog--let me play the piano when I was little. I wonder if that's why I got so interested in music?"

Adoptive parents wonder in later years--"What happened with Johnny between the ages of six and eight? Did he have a good start in school?" Or, "Who is this 'Nonna' that Judy remembers vaguely as important person, but whom she can't identify?"

Natural parents wonder how the child's life changed in foster care. "Did Joey stop loving me?" "Did Sally take dancing lessons, or did she learn to dance in school? Or did this interest just happen?"

For all parties involved, the scrapbook can be a more complete record of a child's experience. "One picture is worth a thousand words." When the pictures are combined with words, the reality of the child's life is captured as fully as possible.

For the foster parents, making and using a scrapbook is a way of handling separations. The physical act of putting a scrapbook together is a concrete permanent expression of love and concern. For the natural or adoptive parents, the scrapbook is a gold mine of information about the child's history and development. For the child, the scrapbook is a clear record of his life, useful in building self-esteem and understanding questions of identity.

For the caseworker, or therapist preparing the child for a permanent move, the scrapbook is a therapeutic tool. It is a vehicle for uncovering feelings and questions the child has about placement. When the scrapbook is used as the "Life Story Book" it helps to resolve and lay to rest the child's past worries, and release the child's emotional energy in preparation for the permanent move.

Remember, as you prepare and keep this record of the child's identity, to work closely with the caseworker (and/or the child's therapist) so that roles are clarified, and the project is coordinated to most fully meet the child's needs.

APPENDIX C

CHILDHOOD GROWTH: GAINS AND LOSSES

What are some of the gains and losses experienced with each of these changes?

Change	Gains	Losses
Being Born	The beginning of life outside the womb. Being able to breathe, move freely and to cry	Warmth and security of of the womb.
Walking	Ability to explore environment. Sense of separate self	The security of mommy's arms. May fall and experience pain.
Talking	Make needs known. Development of language and abstract thinking. Express self.	Parents no longer try as hard to anticipate child's needs, wishes.
Toilet Training	Sense of mastery over body. Ability to please adults.	Loss of body products. Loss of diaper changing as pleasant and secure time to get attention.
Starting School	Opportunity to learn, meet new people, develop self.	Leaving parent or baby sitter. Loss of freedom to play. Must adjust to routines and expectations.
Making Friends	Social skills, new shared experience, feeling of belonging.	Focus shifts from all importance of family. A loss of security in being a focal point -- need to adapt to friends' expectations.
Reaching Puberty	Sense of growing up. New awareness of sexuality. Interest in own body.	Loss of uncomplicated body image. Loss of self image as 'child.'

Change	Gains	Losses
First Date	Feeling of being potentially 'popular or socially acceptable to peer.	Childhood relationship with opposite sex.
First Job	Able to begin meeting own needs financially. Accomplishment	The feeling that parents will always take care of you.
Leaving Home	Greater independence and sense of responsibility for own life.	Less of regular support and attention from parents. Final loss of 'child' status.

Thinking of child I have known over a year (or longer), the developmental changes I have seen are:

Child's First Name: _____

	How have I helped this child to grow?
Physical Changes	
Cognitive (Mental or Intellectual Changes)	
Social, Getting Along With People	
Emotional, Handling Feelings	
Moral or Conscience Development	

APPENDIX D

STAGES OF EMOTIONAL DEVELOPMENT

STAGE I

The infant is helpless, with little control over his body. This is a time of rapid physical growth and change. Even a newborn child is capable of learning and responding to stimulation. In the first year of life, the baby learns that he can cause certain things--cry and mother will come, shake the rattle and a noise occurs. The baby depends completely on mother or main caregiving person, but delights in father, brother and sister too. He sees his family only as people who exist to meet his needs, not knowing that others have needs too. He must be able to trust that his needs will be met. When he is angry, frustrated or happy, he has no control over his behavior. He simple reacts, kicking, screaming or laughing. He sees himself as the center of the world and has no sense of right or wrong.

When a child's physical needs are met, the child develops a sense of basic trust in the world. The infant grows from total dependence to being able to creep, crawl, and move away from mother to explore. The infant learns simple cause and effect: "if I cry, mother will appear" or "if I wave my hand, I hear the rattle." Social relationships and smiles appear with caregiver and family. The infant has no sense of "right or wrong." The child must be able to signal needs--crying, screaming, and other signals of need to the caregiver.

Fears or Worries

Loud noises, fear of pain, sudden movements, loss of caregiver.

Effects of Separation

A child at this stage of development is likely to react to separation by withdrawal. He may seem passive, not take a bottle or fuss, cry or wake up in the middle of the night, change sleep patterns, or be generally cranky. Minor illness is not unusual after a move.

The foster parent should give the child as much attention as possible--quiet talking, rocking, cuddling. Consistent and immediate attention to the child's needs is important.

STAGE II

As the child becomes able to move about independently and gains more control over his body functions, he may move into the next stage. He learns to talk and can communicate with words as well as actions. He begins to understand that there are other causes besides himself but still understands causation as it relates to his needs or wants--the light comes on so it won't be dark. He can relate to others outside the immediate family. Grandparents, relatives, and especially playmates become important to him. He needs approval from others but has little empathy for them. He begins to learn what makes others happy or mad and adapts to their expectations. He is still frequently overwhelmed by feelings. As he struggles to be more independent, he can be overcome by doubt or shame. The child is concerned about what behavior works to bring about rewards or avoid punishment, but depends on outside controls. The child is impulsive, but can sense adult disapproval and feels shame; can be aggressive and demanding in asking for affection. Greater physical mobility leads to beginnings of independence. Child may delight in saying "no." Tantrums are to be expected. Although speech and words are used, the child lacks verbal ability to express feelings completely, and may be physically aggressive. Needs consistent external limits, yet also needs to explore. Can handle short separations. Fascination with body products (feces, urine) may cause resistance to toilet training.

Fears and Worries

Fear of loud noises, going down the drain, animal noises, separation at bed time.

Effects of Separation

The child may react to separation by withdrawal, becoming very active and aggressive, or alternating between the two. He may have nightmares, wet his pants although already toilet trained, stop eating, or cry. He many cling to the foster parent and become very disturbed if the foster parent disappears for a few minutes. It is not unusual for a child at this stage to have a favorite object to cling to--a blanket, stuffed animal or such.

Foster parents should set up consistent routines as much as possible like the ones the child is used to, if this is known. This is not the time to change clothes, throw away toys, try to toilet train or wean. Depending on the child, either let him alone as long as he knows you are close, or if he is receptive, rock, cuddle, talk to and reassure him.

STAGE III

The child develops better large muscle coordination (riding a bike) and begins to master fine motor coordination (using a pencil). He is able to generalize from similar items to forming mental categories and learns more about the regularities of the world. He adds the teacher and a few other adults (scout leader, teacher) to the family and friends as important persons. He tries to conform to expectations of others and begins to be able to understand another's point of view. He can identify and label what he is feeling and can distinguish between a wish and an action, or a motive and guilt.

The child moves very slowly from fantasy to initial understanding of the cause-effect nature of reality. He is better able to identify and verbally express what he is feeling. There are periods of silliness, boisterousness, boasting and aggression, intermingled with cooperation, helpfulness and eagerness to learn. The child moves to valuing rules and limits, and sees breaking rules as "bad." Differences in standards and rules are confusing. Aggression, tantrums, verbal threats, alternate with trying to be good. Moves to greater independence from parents, and greater involvement with friends and teachers.

Fears and Worries

Fears of dark, being lost. Fears of supernatural--ghosts, witches, and the thing that lives in the dark under the bed. Beginning worries about death, especially of a parent. Fears of being late to school, not doing well, not being liked by friends, parents. Anxieties about living up to new situations. Fears of war, injury and punishment.

Effects of Separation

A child at this stage may react to separation either by being very good, hoping if he is good enough he will be returned, or very bad, hoping you will get rid of him. He may be withdrawn, passive and may suffer disturbances in bodily functions such as eating or sleeping problems. He may be aggressive and destructive. His schoolwork may drop. He may suffer nightmares or wet the bed. He may spend a lot of time telling you how good his natural parents are or what they will do when they catch up with you.

The foster parent must set up a consistent, warm, accepting atmosphere, but set limits. Recognition of the child's feelings as normal and natural, while insisting on appropriate limits to behavior and not interfering when it is not necessary will win out in the long run. Being readily available to talk and giving hugs and physical affection if it is accepted are still important.

STAGE IV

Even if the child has progressed through all the other stages, it is not until adolescence he reaches this stage. He faces the rapid growth and changes of puberty and becomes capable of abstract thinking about the world. He begins to focus on his peer groups as most important. He develops an interest in the opposite sex and starts the process of separating from the family. He also develops empathy for another's point of view. He can identify feelings and their causes. He needs an identity as part of a group to avoid alienation or lonely feelings of being left out. He can carry rules inside rather than depending on adults to enforce rules. We say he has developed a conscience, so that breaking rules causes discomfort. He sees some rules as applying to everyone.

The adolescent continues to pull away emotionally from the family and seeks an independent sense of self. Identity and self-esteem issues are tied to physical development and sexuality as well as to development of skills. The early teen conforms to standards of his friends, and later grows to a position of establishing his own standards and values. Greater cognitive abilities of abstraction extend the teen's interests and sense of responsibility to the school and the world. Aggression is more likely to be handled verbally than by physically lashing out. The need to establish autonomy involves saying no, sulking, withdrawing, and pouting.

Fears and Worries

The main anxieties are about school and peer relationships. Worries about appearance--skin, weight, developing body and sexuality. Concerns for world conditions, getting a job.

Effects of Separation

Passive, withdrawn behavior may alternate with angry and aggressive behavior. The child may be especially conciliatory and very careful of appearance and trying to do well, or sloppy, negativistic, and a trouble maker.

At this stage, the foster family should let the child set the pace of the relationship, letting the child know they care and are available to help, but that he is free to determine his own behavior within limits.

APPENDIX E

NEEDS AND BEHAVIORS

STAGE I (INFANTS)

NEEDS AND BEHAVIORS

Dimension of Development	Child's Need
Physical	The infant expresses needs and cries when hungry or uncomfortable. He regulates his own sleep and learns to shut out external stimuli. As he becomes physically stronger, he holds up his head, grasps, rolls over and creeps. He needs room for movement and lots of holding and cuddling.
Cognitive	The infant needs to interpret perceptions of the world, and must be provided with stimulation from the environment. He needs to learn about his body, and feelings, and to learn about simple cause and effect. The infant observes and gazes and explores the physical world by playing with toys, people, his own fingers, toes and genitals.
Social	The infant needs to develop relationships with the primary caregiver and other members of the family. He smiles, coos, gurgles and reaches his arms out to be held, responding to others or engaging them.
Emotional	The infant must develop a basic trust that needs will be met. He lives in the present and wants what he wants now. Only if his needs are met quickly and consistently will he develop trust.
Moral/Value	The infant needs limits at this point for his own safety because he is helpless and has little control over his own behavior. He has no concept of right and wrong.

Typical Behaviors of Infants

For attachment to occur the infant must interact consistently with a primary caregiver. He demonstrates attachment by gazing and eye contact, cuddling or molding his body when held, vocalizing and smiling. As a result of attachment, the infant will become fearful around the age of 5 to 7 months when strangers approach, and shows a strong preference for the primary caregiver or familiar family members. Between 8 months and 1 year he becomes upset when the primary caregiver leaves his sight. This separation anxiety shows that the child is attached to the caregiver.

* * *

STAGE IIA

NEEDS AND BEHAVIORS

(This stage is typical of toddlers, if they have completed the tasks of Stage I)

Dimension of Development	Child's Need
Physical	The toddler is able to move about, walking, running, climbing and jumping. He needs a safe environment so he can move about freely and develop gross motor coordination. He must learn to feed himself often throwing, dropping or smearing food in the process.
Cognitive	The toddler needs lots of stimulation, particularly in the area of spoken language. He needs opportunity to learn cause and effect and object permanence through simple games and access to simple toys.
Social	The toddler needs opportunity to relate to an increasing number of people, to learn their reactions and to respond to them.
Emotional	The toddler needs to develop a feeling of autonomy, that he is a separate person from the caregiver, and that he is separate from the world around him. He needs to overcome feelings of shame associated with toilet training. He still has little control over emotions, and will scream in rage when hurt or frustrated.

Moral/Value	The toddler needs to develop an early understanding of right and wrong, and to discover and know the limits established by parents.

Typical Behaviors of Toddlers

The toddler is constantly exploring the environment by looking at, handling and manupulating objects. He explores them with many senses and may touch, rattle, observe, mouth and throw a toy. The toddler plays along side of other children in parallel play. He has not yet learned to play with his age mates. He is learning reactions of other people, and is often more confortable meeting new people than he was as an older infant. Feelings are still overwhelming, and he may show his feelings by biting, kicking, screaming or hitting. The toddler says "no" frequently as a way of asserting his separateness. When he is old enough to be aware of body sensations and develop some control of his sphincters, he will signal to parents that he is getting ready to begin toilet training. Toileting is an opportunity for the toddler to examine, admire, and sometimes play with his body products. The toddler enjoys touching his genitals.

* * *

STAGE IIB

NEEDS AND BEHAVIORS

(This stage is typical of pre-school children, if they have completed the tasks of the earlier stages)

Dimensions of Development	Child's Need
Physical	The preshooler needs room to move about and explore, with provisions for safety and supervision. He also needs opportunity to begin developing fine motor skills (drawing, stringing beads). He needs the opportunity to learn to care for himself while bathing, dressing, toileting although he may still need help in these areas.
Cognitive	The child needs many verbal interactions to stimulate speech and vocabulary. He needs to learn about sizes, relationships, colors and numbers. He is now understanding elementary cause and effect, and needs time to play in order to reinforce these concepts.

Social	The child needs opportunities to play with children his own age as well as with family members.
Emotional	The child needs to develop beginning self-esteem and to recognize and express his own feelings. He needs to learn about his feelings and to be able to label them as "sad", "glad" or "mad". He needs help in beginning to learn how to express feelings appropriately.
Moral/Value	The child needs to have clear and consistent rules to follow, and to be told the reasons for the rules. Although he can often repeat the rules, this does not mean that he understands them or why they are necessary.

Typical Behaviors of Pre Schoolers

The pre-schooler is typically very active and develops new physical skills such as riding tricycles, dancing, jumping and climbing. They need the opportunity and materials to begin development of fine motor coordination. Both boys and girls enjoy playing with dolls and trucks alike. Dress up and fantasy play is evident. The child may have an imaginary playmate or animal. The child is very serious about play and considers it his "work". All forms of play, books, pictures, TV and trips can help him to explore the world. He is learning to play with other children, and to co-operate by sharing, taking turns, giving and following instructions. Pre-school age children may 'play doctor' with each other, looking at each others bodies or touching and comparing genitals. Both boys and girls are very curious at this age.

Children at this age will often show flirtatious behavior or express rivalry feelings to parents. They can not always distinguish between fact and fantasy, and may tell stories which are not deliberate lies. The pre-schooler is learning about ownership and property, so may test the limits by taking other people's things and trying to find out what the rules are. The pre-school child may begin to experience guilt when he does something wrong.

* * *

STAGE III

NEEDS AND BEHAVIORS

(This stage is typical of the school-aged child, if they have completed the tasks of the previous stages)

Dimension of Development	Child's Needs
Physical	The child at this stage takes more and more responsibility for his own self care including bathing, shampooing, grooming and dressing but he may not feel cleanliness is very important. He still needs plenty of opportunity to gain further strength and skills through sports and games.
Cognitive	The child needs a school situation which will provide academic learning, and enhance his self-esteem and sense of competence by providing reasonable challenges. He needs to learn about time, and through hobbies and activities develop skills in classification.
Social	The school age child needs the opportunity to learn to trust and to accept adults other than his own family members. Adult role models such as teachers and scout leaders provide the child an opportunity to explore many ways of behaving. He needs clubs and activities in which to learn to get along with other children, and practice sharing, taking turns and working together.
Emotional	The child at this stage will feel good about himself if he can develop a sense of competence, skill, and self-esteem. He also needs to learn his own limitations and to have reasonable expectations of himself. He needs to continue to work on appropriate expression of feelings.
Morals/Values	The child needs to learn rules and take responsibility for consequences. He also begins to understand the concept of fairness and to respect the rights of others.

Typical Behaviors of the School Aged Child

School becomes an important focal point both for learning, for development of physical skills and for social relationships with other children. Games, activity groups, teams and hobbies enrich learning and relationships. The school aged child becomes interested in the community, and explores more widely. He's often interested in reading about other children in different situations and parts of the world. By participating in games, making friends, learning rules, he learns the values of good citizenship and fairness and begins to appreciate the other persons point of view. He tends to think of right and wrong as absolutes with few shades of gray.

As he comes to understands more about his own feelings, he develops increasing empathy with others. He learns to respond to other peoples feelings and handle his own in socially appropriate ways. When under stress, he will still regress to earlier behavior. Behaviors which parents may find annoying include sassiness and dawdling over chores. Children will play in groups and play alone. It is not unusual for the school aged child to join other children in games of sexual exploration or to soothe him or herself sexually when alone. The school age child's self-esteem is generally shown through his projects and activities.

* * *

STAGE IV

NEEDS AND BEHAVIORS

(This stage is typical of adolescents who have completed the tasks of earlier stages)

Dimension of Development	Child's Needs
Physical	The teen needs to adjust and accept body changes and explore his/her own sexuality. He needs to accept responsibility for his own health care, including working with health professionals.
Cognitive	The teen needs the opportunity to develop more general and abstract thinking. He also needs to learn independent living skills including those of work, transportation, planning and budgeting, which will help him move toward adulthood.

Social	The adolescent needs opportunity to develop peer relationships with same and opposite sex peers. Young adult role models are important.
Emotional	The teen needs the opportunity to enhance feelings of independence, responsibility and self-esteem. He needs to understand and accept his feelings and learn appropriate expression of feelings.
Moral/Value	The teen needs to take responsibility for behavior independent of emotional consequences. He needs to understand the reasons behind rules, and to develop a sense of responsibility not just to his family, but to the community and the world.

Typical Behaviors of Teens

Teens handle their own dressing and grooming, often wearing hair styles or clothing that are faddish, unusual or repulsive to adults. They can become upset or depressed over minor flaws in their physical appearance, i.e. hair that is not right, pimples, or weight. They will often diet or exercise to change their body image. They can go to the doctor by themselves, or seek contraception themselves.

Adolescents will explore their own sexuality privately masturbating or reading fantasy materials, or with another teen. Young teenagers may explore sexuality with a member of the same sex; typically older teens will become sexually involved to one extent or another with a member of the opposite sex.

Teens have a sense of privacy and often resent parental or sibling intrusion.

School is usually quite important to the teen even if he is not doing well academically, as it is the center of social activities. The teenager may find that work is a more important way of learning skills. He often has a group of friends related to a particular interest (work, sports, music) and prefers spending time with friends to being with the family. Although the teen is aware of how others react to him, he is beginning to differentiate his own sense of self from the way he is seen by others. He will often say no, question authority, or renegotiate his responsibilities as ways of asserting increasing independence. His vocabulary and customs may seem baffling to parents--the adolescent subculture is designed to maintain distance from parents. The teen may experiment with some behaviors such as drinking or smoking pot.

The teen has begun to internalize values of right and wrong, and is able to think more abstractly about concepts. He may condemn people as hypocrites or for having a double standard. He now sees complexities in rules and situations. He may participate in religious, political or social action causes.

APPENDIX F

REWARDS

Rewards are an important way to help children learn to behave appropriately. Although children will respond to both punishment and rewards (negative and positive consequences of behavior), punishment often makes a child angry and lowers his self-esteem. The child often focusses his anger and attention on the adult and looses sight of the inappropriate behavior that led to the punishment. Rewards, on the other hand, make a child feel good and build his self-esteem. Rewarding good behavior teaches a child that appropriate behavior brings good things and makes him feel good.

Many adults are relectant to use rewards. They feel that children should want to do the right thing or fear that if they reward a child too frequently, the child will only do things to get a reward; that he won't do what is appropriate unless he knows he will be rewarded. Other people feel that it is wrong to reward a child for doing what is expected and that this constitutes a bribe.

What is the difference between a reward and a bribe?

1) We reward people for doing what they should and bribe them for doing what they shouldn't. If a child finds that he can usually get things he wants if he makes enough fuss, we are teaching him to misbehave in order to get what he wants. This constitutes a bribe to stop the annoying behavior. Rewarding good behavior is not a bribe.

Why do children need rewards?

From what we have learned about development, we know that small children and infants are most impressed with material rewards. As we develop into responsible adults, we are able to generate our own rewards. Sometimes we just feel good knowing that we have done something that is unpleasant but important. However, we also appreciate it when we receive rewards from other people. Certainly those of us who work for pay, expect our paychecks even if we enjoy our work and find it satisfying. When people reward us through compliments or give us gifts, it lets us know our efforts are appreciated.

Young children, and children of any age who have not internalized values, are not ready to experience their own satisfaction from doing what is right. They need someone to provide the rewards from the outside. As they continue to behave appropriately or as they successfully substitute acceptable

behaviors for unacceptable behaviors, the appropriate behaviors will become easier and easier. They will need fewer rewards to continue the desired behavior.

How do we determine appropriate rewards?

It is important that we apply the same principles to the use of rewards as we do for other types of consequences (See Appendix G). Rewards can be thought of as natural, logical or artificial consequences of behavior. When the reward is the natural consequence of a behavior, we as parents don't have to do anything. Sometimes we might point out to a child the positive consequences of his behavior that he might not realize. It feels good when we share our toys with others, and they in turn, share with us.

Unfortunately, from the adult point of view, children do not always place the same value on things that we do. Consequently, they often do not experience the same rewards as we do. For instance, very few children think that clean rooms are important and they often find very little satisfaction in having a nice, neat room. In such situations, we must provide the reward. In time they may come to recognize and appreciate the natural consequences of certain behavior.

We should try to use logical rewards when natural rewards are not effective. If we can not think of a logical reward, then we can fall back on artificial rewards.

As with other types of consequences, rewards should be appropriate to the child's stage of development and appropriate to the behavior expected. Generally speaking, frequent small rewards are more effective than a few large rewards. As the child matures, we can help him develop a schedule of saving up small rewards for larger ones. But even with a large reward, it is helpful to keep track of small increments so that the child is reminded of the way in which he is earning what he wants.

Rewards are also most effective when established in cooperation with the child. Discussing possible rewards provides an opportunity to explain why the desired behavior is important and why we want the child to behave this way. It allows us to learn why the child is difficult at this time. We can also link priveleges of the next stage of development with responsibilities of that stage so that a child is motivated to move on.

Remember rewards include smiles, hugs and praise as well as things and priveleges. If a child has not learned to respond to praise, we may start out using material rewards combined with praise. Over time, the child may come to value our esteem and no longer need the material rewards.

USING REWARDS

Undesired Behavior	Specific Desired Behavior	Application of Reward	Possible Reward
tardy to school	arrive on time	teacher rewards or parent rewards after school	a special snack after school
messy room	put away clothes and toys	instruct, check and reward as soon as child gets up and performs task	watch cartoon before school
sloppy appearance	bathe and lay out clean clothes	instruct, monitor reward immediately	story or extra time before lights out
swearing,	use of substitute phrase to express feeling "I feel angry"	reward child each time substitute phrase is used, or each day that child does not swear	a penney or a nickle
whining	uses pleasant tone of voice	catch child doing something right, reward pleasant tone of voice immediately	praise points on chart

APPENDIX G

NATURAL AND LOGICAL CONSEQUENCES

If discipline is teaching, then we should make sure that our disciplinary techniques teach children what we want them to learn. One of the important things for children to learn is that all behaviors have consequences. As adults, we are responsible for the consequences of our behavior. We have to learn how to correct our mistakes or learn to live with them. If we continuously monitor behavior and set the consequences, children do not learn to take responsiblity for their behavior.

Children will learn most quickly if they can understand the connection between their behavior and the consequences. Some consequences follow naturally from behaviors and we as parents do not have to do anything about it. If you do not eat, you get hundgry. If you do not wear your boots, your feet get cold.

Children do not always anticipate the consequences of their behavior. Sometimes the consequences would be dangerous or harmful. We can not let children learn that streets are dangerous by letting them get hit by a car. Sometimes the consequences happen so far in the future that the child finds it difficult to connect them with the behavior. Leaving a bike out in the rain will eventually result in a rusty bike. Sometimes the consequences are not meaningul to the child. Many children would not mind wearing dirty, wrinkled clothes as a result of not putting them in the laundry. Sometimes the consequences would further damage a child's already low self-esteem.

When we are unwilling to let a child learn from the natural consequences of his behavior, or when they would be ineffective, then we set logical consequences. Logical consequences are connected to the behavior. If you fail to put your bike in the garage, you can't ride it the next day. The connection between the behavior and the consequence helps the child learn.

NATURAL AND LOGICAL CONSEQUENCES

Behavior	Natural Consequences	Logical Consequences
Refusal to Eat	hunger	no snacks
Refusal to Go to Bed	sleepy next day	go to bed 1/2 hour earlier next time
Fighting	get hurt - not play together at choice	parent separates and won't allow to play together for 15 minutes
Not Sharing Toys	other children won't share with them	separating children
Failure to Put Things Away	can't find or are broken, messy, etc.	can't use until the next day
Stealing	trouble with others guilt,fears trouble with law	pay back return apologize
Setting Fires	burn self or property	no campfire privileges no access to matches
Smoking Pot	high, trouble with school or law	keep from situations where pot is available grounding for certain times

APPENDIX H

FOUR BASIC QUESTIONS ABOUT CHILD BEHAVIOR

by: Patricia Ryan Ph.D.*

In dealing with specific behaviors that are bothersome, we are most effective when we can assess the behavior and develop a plan to help the child do better and control the most dangerious or bothersome behavior for the short run. The following questions will help us in understanding behavior and helping a child grow.

What Does It Mean To The Foster Family?

Although some of the things foster children do are disruptive to family life, in dealing with specific behavior problems is often complicated by our own feelings. First of all, the behavior threatens our basic beliefs about how people are supposed to act, how we have been taught to behave, and what we think is right. It is wrong to steal! Nice people don't fight! Children must be taught to respect the rights of others! Use of drugs is immoral!

Second, we are concerned that if we can't teach the children in our care to behave properly, or stop them from behaving wrongly, they will grow up with serious problems or find themselves in serious trouble. If he is not taught to stop wetting the bed, he will never be able to control himself! Sexual acting out may lead to adult perversion. Petty theft can be the first step to the penitentiary!

Third, we do not like to admit to ourselves our reactions to certain behaviors; we find ourselves very angry. We are embarrassed in front of our friends and neighbors. We are sometimes "turned off." We can't cope and fear things may get completely out of control.

Finally, we blame ourselves for the child's behavior. If we were better foster parents, if we did the job well, if we knew more about how to handle children, then these things wouldn't happen.

Once we begin to explore these feelings, we find that we are often complicating the problem. The difficulties created by the child's problem are real and some forms of behavior can not be allowed to continue, but as we come to grips with our feelings, we are better able to help the child. So we explore our own feelings about sexuality, substance use, honesty, anger, selfishness, and self-control. Most of us recall times when our behavior fell

*Source: "We've Only Just Begun." Summary of the Michigan Foster Parent Association 3rd Annual Education Conference Workshop Proceedings.

short in these areas. We have all told a lie. We have all wished that we could run away even if we didn't actually try it. Most of us have at least experimented with tobacco or alcohol. We have felt jealousy about the attention our siblings received at our expense. We were all teenagers. Most importantly, we realize that we had been able to grow into responsible adulthood despite these behaviors.

As we shift our attention to our feelings as foster parents, we realize that anger, frustration, and embarrassment are normal. All foster parents, indeed all parents, have these feelings more often than we would like to admit. We decide that blaming ourselves is not really helpful, but if we can accept our feelings and stop blaming the child for causing these feelings, we will be a lot more effective in working with the child.

Finally, we begin to realize we are not responsible for most of the problems of the children in our care. And the child's behavior does not mean that he doesn't like us. There are no tried and true solutions. We will be most helpful to the children if we look at the successes we are having with them, try to be satisfied that we are doing our best, and then look for alternative ways to handle the behavior.

What Does It Mean To The Child?

Before we think about ways in which we could modify a child's behavior, it might be helpful to figure out why the child behaves the way he does. Some behavior must be stopped immediately because it is harmful to the child or to others, but as we begin to understand where the child is coming from, it is often easier to stop the behavior or to offer a substitute behavior.

Some of the reasons for the behavior of foster children are really typical of many children, even those who have always lived with their natural families. Others arise out of the experiences that brought the child into foster care or his experiences in foster care. Why do children exhibit troublesome behavior?

Sometimes, it is because they are frightened. All foster children have reason to fear that bad things can happen to them. In addition, they fear the loss of our love and affection, the loss of their place in our family, and the loss of acceptance by their peers. They fear punishment if their behavior is detected. They fear they may be sent away once again, that no one will really put up with them because they are not worthy. Thus they will sometimes lie to cover up their misdeeds, wet the bed rather than face the darkness, go along with the group rather than risk losing their friends, or run away rather than face waiting to be sent away.

Many children, especially those who are frightened, misbehave in order to get attention and reassurance that someone cares, if only to punish them. For these children, even spankings are better than nothing.

Most chldren are angry sometimes. Many foster children are angry a lot. They have lost what most children can take for granted--their family. Because of this anger, they may be more likely than other children to break things, to fight with other children, to sass adults, or to take things. These behaviors do not mean that they are angry at us, only that they have no other way of expressing their feelings.

Many foster children have never had the opportunity to learn appropriate behavior or have actually been taught inappropriate behavior. They may feel cussing is tough, stealing is the only way to get nice things, hiding food assures you of something to eat. They were never taught to clean their rooms, eat at the table, or use the bathroom properly. They have not had the experience of living in a normal family to help them to learn to share, to take turns, or to be careful of other people's things.

Finally, children may have physical, mental or emotional problems that make it difficult for them to perceive what is wanted of them or to behave as is expected. They may not hear properly. They may not understand at the same level as others of their age. They may not have developed the same level of skills. Other problems may make them appear "lazy", "nervous", or "belligerent".

What Are The Long Range Consequences?

We have all behaved inappropriately many times and yet most of us have grown up reasonably well. We are able to think of children as growing up in stages and that many types of behavior are really typical of a stage. At each stage, the child needs the security of having a family to love and protect him, but at the same time, he is trying to learn new skills and gain greater independence. He is caught between the need to leave and the need to stay while having to learn a lot of new things, some of which are difficult. This is as true of the two- or ten-year-old as it is of the teen. Each child passes through these stages at a different pace, but no one can skip a stage. Often times, the behavior of a problem child is an exaggeration of behavior that is typical.

For foster children, their past experiences may have slowed their pace so that even though they are perfectly normal, they act a year or two younger. Our job becomes helping them to move to the next stage rather than insisting that they "act their age."

What then are the long range consequences for the child who steals, wets the bed, smokes marijuana, or masturbates in public?

Our job as foster parents becomes:

1. to prevent the child from behaving in any way that is harmful to himself or others or that is illegal.

2. to stop him in a way that does not make him feel that he is a worthless human being.

3. to offer alternative behaviors that make him feel good and make him feel good about himself.

4. to reassure him that with help and growth, he will be able to overcome his problems.

5. to sometimes ignore behavior that really is not serious.

6. to point out the consequences of his behavior and set limits.

7. to teach the child to make wise decisions about his own behavior in line with the possible consequences.

What Do You Do For The Short Run?

After we explore our own feelings about specific types of behavior and some of the reasons foster children are likely to behave this way, we are still left with handling the child's behavior right now. The following steps might help us to work more effectively with the child:

1. Assess the problem. What is the specific behavior that bothers me most? Why? Most behavior can be divided into three categories:

Damaging or illegal behavior. This behavior must be stopped immediately. The child should be physically stopped, or put into a situation where his behavior will not be destructive.

Behavior that is potentially damaging or disruptive. This is behavior that the foster parent must control, set limits on, or help the child find appropriate settings for. It is behavior that is permissible within limits, in appropriate settings, or under certain conditions, but which can be problematic or lead to trouble.

Behavior that can be ignored. This is behavior that is really within the child's realm to decide how he is going to express himself or to behave. It becomes problematic to us when it is annoying or threatens some of our values. Such things as sloppy dress, fads, use of slang, certain types of mannerisms, or the use of private time can be upsetting. As parents, we are tempted to direct the child to behave the way we think is best, but must consider if using our energies to correct these things is really worthwhile. If we are not careful, we can find ourselves continuously picking at the child which is not

only unpleasant for everyone, but make us less effective in more important areas.

It is helpful in assessing the behavior that is bothering us to keep in mind the following points:

a) Be specific in our own minds as to what the behavior is. Don't think "he is a thief", but "he took 25 cents from his brother's dresser." Not "she is lazy", but "she doesn't make her bed before school."

b) When is the undesired behavior most likely to occur? At bedtime? When the child is tired?

c) Try to figure out why the child behaves this way. What it means to him.

2. Make a plan. If we remember that our role is to teach children to be able to eventually grow to the point of being able to make their own decisions as to how they will behave, then we can base our plan on helping them to control their behavior rather than depending on outside controls. This doesn't mean that we should not use outside controls. With young children, or with children of any age who have not developed their own controls, outside controls are necessary.

3. Managing behavior. We can now turn to changing or modifying the child's behavior. The plan we have made will depend on the child's stage of development and the nature of the behavior.

Illegal or destructive behavior. We must stop the child from behaving in this way. We tell him that he cannot do what he had done, naming the specific behavior that has been committed. Use physical force if necessary to stop him. Explain why it is wrong. Tell him exactly what will happen if he continues and make sure that consequences follows immediately upon repetition of the behavior.

Behavior that is potentially damaging. When a child is doing things that are annoying or undesirable, but which we have decided that we do not have to really deal with, we can still encourage him to behave differently. Sometimes, if we ignore the behavior, he will "grow out of it." We can tell him that we don't like it and why we would prefer different behavior, provide him with alternative behavior, tell him when it is appropriate and when not, reward him when he behaves better and reassure him that he is normal, worthwhile and loveable even if sometimes less than perfect.

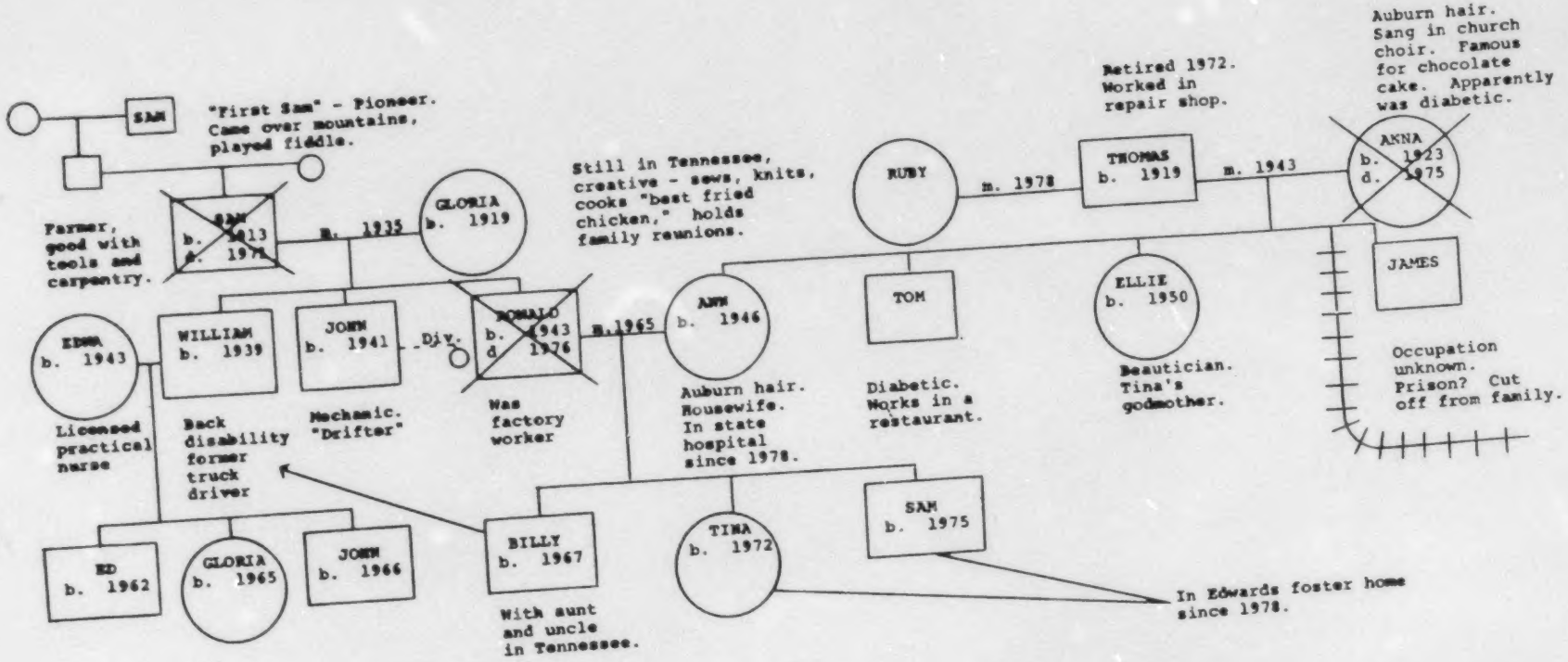
4. Plans for when a child's behavior cannot be controlled. Sooner or later, most of us find a situation in which we cannot stop a child from behaving in a certain way. If the behavior is damaging or illegal, we must try to get outside help. We explore

possible plans with our worker or take the initiative in finding community resources to help the child, not because we have failed, but because the child needs more than we can offer. While we are getting help, we can try to assure that the child is controlled so he doesn't harm himself or others.

If the behavior is neither damaging nor illegal, we can ease the situation by assuring that the child's behavior is no more disruptive than necessary, that he is never rewarded for disrupting, and he is provided with alternatives that will lead to his eventually substituting appropriate behavior for inappropriate. For instance, a child who has temper outbursts can be put in another room until he is able to rejoin the group. Children can be taught to clean up after themselves, change their beds, or given chores to pay for damage or theft.

Throughout all of our attempts to help children change their behavior, it is important to keep in mind and share with the child that:

1. children, like all human beings, come in many variations,
2. each family has rules the members must follow if everyone is to live together,
3. all feelings and fantasies are normal, but behavior cannot exceed certain limits,
4. although some behavior cannot be tolerated, the child is worthwhile and can learn more appropriate behavior,
5. eliminating behavior is sometimes easier if the child is provided with acceptable alternative behavior,
6. we will work on a limited number of behaviors at one time, and
7. we are dealing with specific behaviors and not trying to change character traits.


SAM
"First Sam" - Pioneer. Came over mountains, played fiddle.
SAM b. 1913 d. 1975
Farmer, good with tools and carpentry.
m. 1935
GLORIA b. 1919
Still in Tennessee, creative - sews, knits, cooks "best fried chicken," holds family reunions.
RUBY
m. 1978
THOMAS b. 1919
m. 1943
Retired 1972. Worked in repair shop.
ANNA b. 1923 d. 1975
Auburn hair. Sang in church choir. Famous for chocolate cake. Apparently was diabetic.
JAMES
Occupation unknown. Prison? Cut off from family.
EDNA b. 1943
Licensed practical nurse
WILLIAM b. 1939
Back disability former truck driver
JOHN b. 1941
Mechanic. "Drifter"
Div.
RONALD b. 1943 d. 1976
Was factory worker
m. 1965
ANN b. 1946
Auburn hair. Housewife. In state hospital since 1978.
TOM
Diabetic. Works in a restaurant.
ELLIE b. 1950
Beautician. Tina's godmother.
ED b. 1962
GLORIA b. 1965
JOHN b. 1966
BILLY b. 1967
With aunt and uncle in Tennessee.
TINA b. 1972
SAM b. 1975
In Edwards foster home since 1978.

*Adapted from materials developed by Dr. Ann Hartman for Child Welfare Training. See Hartman, Ann. "Diagrammatic Assessment of Family Relationships," Social Casework, October 1978.

APPENDIX I

GENOGRAM* (FAMILY TREE)

BEST COPY AVAILABLE

APPENDIX J

"A Letter to A Young Man Formerly in Foster Care"

Dear Rickie:

I will try to tell you something about our family now and then tell you a few things that I remember about those two years you were with us. The things that stand out in my mind ....(the foster family members are described)

...You came to us in the spring of 1963 when you were two years old. There was a small story in the paper about needing a foster family for a two year old boy. I was fixing dinner when Lynne brought the paper to me and said she thought we could do this. We discussed it at dinner time and since we had never been a foster family before, we were a little concerned. We decided that we'd be perfectly capable of taking care of you as another member of the family...After all the investigations, you came to us, although there were actually three families who answered the story. You seemed to belong right from the first day. You slept with David - holding on to his hand.

One of the things I remember is that when I fixed dinner you were always in the middle. You would pull the stool up next to the sink and talk all the time I peeled potatoes or sliced tomatoes - the parts on the ends of the tomatoes were yours. I think dinner was your favorite time as everyone was home - usually in the kitchen and there was a lot going on. Of course - you also liked to eat. We had a rule that no one gets something without you having some too, like David or someone snitching from the refrigerator. You were right behind so it was kind of hard anyway. Lynne always did a lot of cooking, too, and you always got to lick the bowl...

We had two dogs - a large collie named Poncho that belonged to David and a small black Chihuahua named Miggy who was in the house. You and Poncho got along pretty well but I don't think Miggy liked any little kids and you stayed away from her most of the time.

I think you were happy with us, Rickie, and although there were some difficult times, they were mostly happy days. You were a charming little boy most of the time. Most of our neighbors were friends of yours, and one in particular, Kay, was at our house at all times of the day. You were quite fond of her.

Then in the latter part of 1963, Cliff was offered an excellent job in another city and he took it. They allowed you to come with us, although it wasn't usually done. You were doing so well they didn't want to change foster homes and hurt you...

We still had the same arrangement - the house had three bedrooms and you slept in Dave's room. You did an uncanny thing there - we could take you someplace once and you could direct us there the next time. Do you still have that sense of direction? You also loved big words. And we all used them on purpose, it was fun finding new ones just to hear you latch on to them and use them. You used to say - "I'm irrepressible." When you got upset, I'd tell you to go rock in your rocking chair. It wouldn't take long until you were "good Rickie" again. You'd forget what was bothering you.

You always went to your parents for two weeks at Christmas. Christmas (1964) you were due to go home again. You always went home for other holidays, also, it just happened that that Christmas will always be something to remember...I was to leave you with your parents at the Welfare Department. As I sat there, I learned you weren't coming back. That was a very difficult time for me, Rickie. I'm sure if I'd known it wouldn't have been easier, but at least I would have been able to cry. At that time, you were running around the office happy as could be at your going home. It wouldn't have done for me to cry. I'm very thankful that my parents gave me the guts to take things like that...

There it is Rickie. If you care to know details, just ask. It's a long letter, but I didn't want to leave you with half a loaf. I'm not sure that 1 3/4 years of living with another family's life has been good for you. I often wonder if your five year old mind hasn't believed that we rejected you. In the years since, I've had a lot of time to think about it and I've often wondered if you were told we didn't want you anymore. When you called, I think it told me you weren't. You seemed to have a good connection with us in your mind.

I'll try to answer any letters, better than I did this time. The best for you, Rickie.

Love,

Bev

APPENDIX K

SELF-ASSESSMENT

I. In understanding my own identity I can remember:

Messages I received as a child, such as:

Family traditions, such as:

My name - where did it come from?

My choice of an occupation is related to:

One of my fantasies was:

Significant people who encouraged me were:

My self-esteem was helped by:

My ethnic group gave me:

II. In reviewing this workbook, I feel that I know the most about:

In reviewing this workbook, I feel that I know the least about:

In managing children's behavior I want to be able to:

I have trouble handling children who:

The age group of children I want to learn more about is:

I need more information or training before I take a child from the following ethnic group:

In thinking about the importance of a child's natural family, I am aware of the following feelings:

What I need to learn most about natural families is:

The specific age group of children I want to learn more about is:

The training I need most at this time would be on the topic of:

INSTRUCTOR'S APPENDICES

APPENDIX L - Issues of Ethnicity in the Child's Placement

APPENDIX M - Audio-Visual Resources

APPENDIX L

ISSUES OF ETHNICITY IN THE CHILD'S PLACEMENT

Minority group children are generally at risk compared to children of the dominant culture. Nutritional deficiency is three times more common, and minority children receive fewer medical services.1 In school, minority children are over-represented in special education classes, often they are unfamiliar with the language used by the teacher, and find that their customs and normal behaviors are not understood by school personnel. They are especially at risk in foster care when they are separated not only from their family, but from their culture.

Each ethnic and minority group has developed ways of coping with and adapting to the dominant culture, while simulataneously preserving customs which strengthen the identity of the child, the family and the group. Ideally, children will be carefully matched and placed with foster families of the same ethnic group. On a realistic level, many agencies continue to place children across racial and ethnic lines, due to the lack of foster homes. Our purpose is not to debate the merits and disadvantages of transracial or transcultural placement, but to warn the instructor that this may be a very controversial issue with foster parents. An assessment should be made of placement practices and ethnic groups represented in training. It may be helpful to contact the agency, and/or to invite an agency representative to discuss the local policy and practice.

Many foster parents feel "a child is a child" and deny cultural and ethnic differences, seeing the child's need for nuture as paramount. It may be helpful to explain that the Indian Child Welfare Act, and the "Position Paper Against Transracial Adoption" of the National Association of Black Social Workers were both strong reactions to the transracial placement of children. Both minority groups perceived such placements as "cultural genocide." A child who identifies with the dominant culture and rejects his heritage risks losing his sense of self and belongingness. The greatest concern for foster parents may be that they don't understand what the child's behavior means.

A variety of resources on ethnicity are included in the bibliography. Two are especially recommended for general background reading for the instructor:

McGoldrick, Monica, J. Pearce and J. Giordano. Ethnicity and Family Therapy. New York: Guilford Press, 1982.

Powell, Gloria Johnson (editor). The Psychological Development of Minority Children. New York: Brunner/Mazel, 1983.

However, the greatest resource will be foster parents and community resources persons who will share in discussion of customs and feelings. Some of the differences which may be highlighted between the dominant white culture and ethnic minorities:

- Greater involvement and reliance upon the extended family.
- A more dominant male role in decision-making as compareed to the democratic family structure preferred in middle-class W.A.S.P. families.
- Differing emphases on child nurturing and discipline. Less emphasis on child's independence.
- More emphasis on respect of elders.
- Generational conflict between the older generation which preserves the "old ways" and the younger generation which is more assimilated into "American" ways.
- Problems of poverty and discrimination which call forth a family's "survival skills."
- Different orientation to time than that of the majority culture.
- Values of independence or self-reliance which mitigate against "professional help."

APPENDIX M

AUDIO-VISUAL RESOURCES

Title:	Available from:

FILMS

The Children's Group — Image Associates

A group of school age children discuss the effects of separation on their lives and self-esteem. Particularly notable are their questions about why they are separated from birth parents.

Does Anyone Hear Me? — Child Welfare League of America, Inc.

An interview with foster children, who discuss feelings about separation and the placement process.

Don't Condemn Me 'Til You Know Me — Child Welfare League of America, Inc.

An interview with natural parents whose children have been returned. They discuss their feelings about separation from their children, and the overall experience of foster care.

Jane, 17 Months: In Foster Care For 10 Months — rental from: University of Michigan (or check your local university)

Illustrates techniques of managing brief separations so that the young child can handle the temporary loss of a parent.

John, 17 Months: Nine Days in a Residential Nursery — rental from: University of Michigan (or check your local university)

Documents the traumatic effects of separation on a young child. The viewer sees progressive deterioration of the child's coping capacity.

Pinballs — Walt Disney Educational Media Company

An upbeat technicolor Walt Disney film starring Kristy McNichols, 15 years old, as Carly who angrily defines foster children as "pinballs...knocked around from place to place." The foster parents encourage Carly to become involved in helping the two other foster children.

The Scrapbook Experience — Image Associates

Shows the therapeutic techniques used in reviewing a child's placement history in order to prepare him for adoption. Making of a life story book figures prominently in the film.

VIDEO-TAPES

Marlene's Story — Eastern Michigan University Dept. of Social Work

Part I - An interview by Emily Jean McFadden with a former foster child about her belief that she would be reunited with her biological mother. Marlene describes the distortions in time which occurred during separation, the implications of contact with her mother, and the experience of coping with physical abuse in the foster home.

Part II - In a panel discussion with social work faculty the topic is intervention strategies which enhance the ties of the biological family with the child in foster care. (This part would be of more interest to workers than to foster parents.)

Sanford's Story — Eastern Michigan University Dept. of Social Work

Part I - An interview by Emily Jean McFadden with a former foster child which explores emotional development and identification issues of a black male in foster care and youth correctional system. Sanford discusses memories of stealing food as a child, identification with extended family members, and fantasies of sports heroes and movie stars who might become his "family."

Part II - The nature of the helping relationships is discussed by Sanford with a panel of Eastern Michigan University Social Work faculty members. This progression of his life from youth corrections

to prison are reexamined in terms of the lack of social work intervention. His rehabilitation from adult crime to social worker is explored, with emphasis on importance of early attachments and meaningful helping relationships in later years. (This part would be of more interest to workers than to foster parents.)

FOOTSTEPS SERIES* — National Audio-Visual Center

Hairy Scary	Theme - Childhood Fears
Spare the Rod	Theme - Discipline
New Kid On The Block	Theme - Social Skills
Love Me and Leave Me	Theme - Attachment and Separation

*also available in 16mm films

FILM STRIPS

Parents Magazine Series — Parents Magazines Films, Inc.

What Do I See When I See Me?
Concerns social and emotional development of children within the home and school.

I See Hope - Shows milestones in affective development and underscores the importance of social growth.
I See Smiles, I See Frowns - Deals with recognizing and identifying feelings. Also shows assessment of emotional problems in children.
I See Strength - Portrays the growth of self-confidence in children, with specific reference to the development of internal controls.
I See Love - Concerns parent-child relationships with emphasis on communications and understanding.

Understanding Early Childhood (Ages 1-6)
Presents in a dramatic, meaningful way, current research and authoritative information that provides insight into the formative years.

The Development of Feelings in Children - Shows how feelings grow, are expressed, and dealt with.
Preparing the Child for Learning - Illustrates cognitive and language development, and emphasizes the home as focus of learning.
The Child's Relationship With the Family - Discusses the parent as teacher, dependence vs. independece, and learning from children.

The Child's Point of View - Discusses a young child's concept of causality, the realness of fantasy, the use of names and language skills.

The Forgotten Years - Understanding Children 6-12

Designed to help parents and caregivers to understand the importance of middle childhood and the role they can play in encouraging a child's healthy development.

A Sense of Self - Considers the many factors which influence a child's development of a self-image and how adults can help make the self-image a positive one. Also examined are the developmental accomplishments which may be expected during middle childhood, with regard to the levels of social, emotional and intellectual maturity needed to function successfully in society.

Physical Development - Examines the impact of physical changes during middle childhood upon a child's emotional, social and intellectual growth. This set considers the spurt of growth and the development of secondary sex characteristics which accompany the approach of adolescence, stressing the need to prepare children for these physical and psychological changes.

The Growth of Intelligence - Explains the interests and abilities of children from 6-12, emphasizing how a child's interests and learning abilities can be encouraged. Suggestions for providing a rich learning environment for children are offered, pointing out that this can begin from the moment of birth. This set also discusses how parental attitudes affect the learning child.

The Child and the Family - Explores how family relationships change as school, peer groups and the desire for the independence becomes increasingly important to children during the middle years. This set illustrates how the family can help children acquire the confidence and self-worth they will need for interacting with people outside the family. Various family structures and lifestyles are also examined.

The School Experience - Discusses how parents and teachers can work together to provide a complete educational experience for children. Since school is a social and emotional experience, as well as an intellectual one, communication among children, parents, teachers and other school personnel can aid a child's well-rounded development at home and in school.

With Pride to Progress - The Minority Child

Designed to provide clear and sensitive insights into the needs of children from minority cultures.

The Black Child - Suggests how Black parents and other adults who care for Black children can contribute to the child's development of pride in his or her identity and culture.

The Puerto Rican Child - Explores the effects of the Puerto Rican culture on development of the young and the ways in which traditional values and beliefs can contribute to our conflict with healthy growth.

The Chicano Child - Explores the centuries-old customs and values that shape the development of the child. Explains why Chicao children often become confused about their self-concept and heritage when challenged by the traditional Anglo culture.

The Indian Child - Focuses on the time-honored child rearing attitudes of Native Americans. Although various tribes differ in language, dress and lifestyle, they hold in common such values as pride in heritage, early self-reliance, the love of beauty and humility.

AUDIO TAPE CASSETTES

Your Child's Self-Esteem: The Key to His Life	Success Motivation Institute
Is Pain a Part of the Healing Process?	Child Welfare League of America, Inc.
A Foster Child's Three Sets of Parents	Child Welfare Leauge of America, Inc.

ADDRESS INFORMATION FOR AUDIO-VISUAL RESOURCES

Child Welfare League of America, Inc.
67 Irving Place
New York, NY 10003

Eastern Michigan University
Department of Social Work
411 King Hall
Ypsilanti, MI 48197

Image Associates
P.O. Box 40106
352 Conejo Road
Santa Barbara, CA 93103

National Audio-Visual Center
General Services Administration
Washington, DC 20408

Parents Magazine Films, Inc.
52 Vanderbilt Avenue
New York, NY 10017

University of Michigan
Audio-Visual Education Center
416 Fourth Street
Ann Arbor, MI 48109

Success Motivation Institute
5000 Lakewood Drive
Waco, TX 76710

Walt Disney Educational Media Company
500 S. Buena Vista Street
Santa Barbara, CA 93103

SUGGESTED READINGS FOR FOSTER PARENTS

Child Development

Braga, L. and J. Braga. Learning and Growing. Englewood Cliffs, New Jersey: Prentice Hall, 1975.

Brazelton, T. B. Toddlers and Parents. New York: Dell, 1974.

Brazelton, T. B. Infants and Mothers Differences in Development. New York: DelSante Press, 1974.

Fraiberg, S. The Magic Years. New York: Charles Scribner's Sons, 1959.

Harrison-Ross and B. Wyden, The Black Child - A Parents Guide. New York: Peter Wyden, Inc., 1973.

Minton, L. Growing Into Adolescence: A Sensible Guide for Parents 11 to 14. New York: Parents Magazine Press, 1972.

Young, L. Life Among the Giants. New York: McGraw Hill, 1965.

Identity, Self Esteem, Handling Separations

Briggs, D. C. Your Child's Self Esteem. Garden City, New York: Doubleday, 1970.

Carney, A. No More Here and There. Chapel Hill, North Carolina: University of North Carolina Press, 1976.

Fahlberg, V. Helping Children When They Must Move. Lansing, Michigan: Michigan Department of Social Services, 1979.

Felker, E. Raising Other People's Kids. Grand Rapids, Michigan: Eerdmans Publishing Co., 1981.

Jewett, C. Adopting Older Children. Harvard, Massachusetts: Harvard Common Press, 1978.

Parenting/Behavior Management

Biller, H.M. Father Power. Garden City, NY: Anchor Press, 1975.

Comer, J. and A. Poussaint. Black Child Care. New York: Pocket Books, 1975.

Dinkmeyer, D. and G. McKay. Raising A Responsible Child. New York: Simon and Schuler, 1973.

Dodson. F. How To Father. Los Angeles: Nash Publication Co., 1974.

Ginnot, H. Between Parent and Child. New York: McMillan, 1965.

Ginnot, H. Between Parent and Teenager. New York: McMillan, 1965.

Gordon, T. Parent Effectiveness Training. New York: P.H. Wyden, 1970.

Lehane, S. Help Your Baby Learn. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Patterson, G. Families. Champaign, Illinois: Research Press, 1979.

Satir, V. Peoplemaking. Palo Alto: California: Science Behavior Books, 1972.

Foster Parent Roles

Child Welfare League of America. On Fostering: Fifteen Articles By and For Foster Parents. New York: Child Welfare League of America.

Child Welfare League of America. With A Little Help From Our Friends: A Collection of Readings for Foster Parenting Adolescents. New York: Child Welfare League of America, 1977.

Dickerson, M. Our Four Boys. Syracuse, New York: Syracuse University Press, 1978.

Felker, E. Foster Parenting Young Children: Guidelines From a Foster Parent. New York: Child Welfare League of American, 1974.

Reistroffer, M. Conversations-What You Always Wanted to Discuss About Foster Care But Didn't Have the Time or the Chance to Bring Up. New York: Child Welfare League of America, 1971.

Rex, E. "A Letter To A Foster Child," Children Today. May-June, 1973.

SUGGESTED READINGS FOR INSTRUCTORS

Workers will also find many of the suggested readings for foster parents to be useful and relevant.

Emotional Development

Bowlby, J. Attachment and Loss (Vol. I & II). New York: Basic Books, Inc., 1969.

Elking, D. A Sympathetic Understanding of the Child, Birth to Sixteen. Boston: Allyn and Bacon, 1978.

Falhberg, V. Attachment and Separation. Lansing, MI: Dept. of Social Services, 1979.

Issues of Identity/Families and Separation

Aldridge, M. and P. Cautley. "Placing Siblings in the Same Foster Home," Child Welfare, 2:1976, 85-93.

Aust, P. "Using the Life Story Book in the Treatment of Children in Placement," Child Welfare, 9:1981, 535-559.

Beste, H. and R. Richardson. "Developing the Life Story Book Program for Foster Children," Child Welfare, 9:1981, 529-534.

Compton, B. and B. Galaway. "Assessment and Problem Solving," Social Work Processes. Homewood, IL: Dorsey Press, 1979.

Falhberg, V. Helping Children When They Must Move. Lansing, Michigan: Dept. of Social Services, 1979.

Geiser, R. The Illusion of Caring, Children in Foster Care. Boston: Beacon Press, 1973.

Hartman, A. "Diagramatic Assessment of Family Relationships," Social Casework, 10:1978, 465-476.

Jolowicz, A. "The Hidden Parent," paper presented to New York State Conference of Social Welfare, 1946, (reprinted by Children's Bureau).

Kadushin, A. Adopting Older Children. New York: Columbia University Press, 1976.

Kaufman, M. and K. Walton (as told to D. Thomas). The Placement of A Large Sibling Group. Washington, Dept. of Health and Human Services, April 1981.

Laird, J. "An Ecological Approach to Child Welfare," Social Work Practice: People and Environments. C. Germain (ed) New York: Columbia University Press, 1979.

McFadden, E.J. "Helping the Inexperienced Worker in a Public Child Welfare Agency," Child Welfare 5:1978 319-329.

Project Craft, Training in the Adoption of Children with Special Needs. Ann Arbor, Michigan: University of Michigan School of Social Work, 1980.

Wheeler, C. Where Am I Going? Making A Life Story Book. Juneau: Winking Owl Press, 1978.

Ethnic/Cultural Issues

General:

Coles, R. Eskimos, Chicanos, Indians (Children of Crisis Series). Boston: Little, Brown and Co., 1977.

McGoldrick, M., J. Pearce and J. Giordano. Ethnicity and Family Therapy. New York: Guilford Press, 1982.

Powell, G.J. The Psychosocial Development of Minority Children. New York: Brunner/Mazel, 1983.

Stehno, S. "Differential Treatment of Minority Children in Service Systems," Social Work, 1:1982 39-45.

Black Children and Families

Comer, J. and A.F. Poussaint. Black Child Care. New York: Pocket Books, 1975.

Draper, B.J. "Black Language as an Adaptive Response to a Hostile Environment," in C. Germain (ed) Social Work Practice: People and Environments. New York: Columbia Press, 1979, 267-281.

Grow, L. and D. Shapiro. Black Children, White Parents: A Study of Transracial Adoption. New York: Child Welfare League of America, Inc., 1974.

Jones, C. and Else, J. "Racial and Cultural Issues in Adoption," Child Welfare, 6:1979 373-382.

Ladner, Joyce. Mixed Families. New York: Anchor/Doubleday, 1978.

Wilson, A. The Developmental Psychology of the Black Child. New York: Africana Research Publishers, 1978.

Hispanic

Delgado, M. "A Hispanic Parents Program," Child Welfare. 7:1978, 427-431.

Delgado, M. and D.M. Delgado. "Natural Support Systems: Source of Strength in Hispanic Communities," Social Work. 1:1982, 98-102.

Ghali, S.B. "Understanding Puerto Rican Traditions," Social Work, 1:1982 98-102.

Velasquez, J., M.E. McClure, and E. Benavides. "A Framework for Establishing Social Work Relationships Across Racial/Ethnic Lines," from Social Work Processes, B. Compton and B. Galaway (eds) Homewood, Illinois: Dorsey Press, 1979.

Native American

Blanchard, E.L. and K.L. Barsh. "What is Best for Tribal Children?" Social Work, 9:1980, 350-357.

Farris, Charles and L. Farris. "Indian Children" The Struggle for Survival," Social Work 1976: pg. 386-389.

Ishisaka, H. "American Indians and Foster Care: Cultural Factors and Separation," Child Welfare. 5:1978: 299-307.

Red Horse, J., R. Levis, M. Feit and J. Decker. "Family Behavior of Urban American Indians", Social Casework, 2:1978, 67-72.

Walker, T. "American Indian Children: Foster Care and Adoptions," paper presented to Conference on Education and Occupational Needs of Native American Women. Oct., 1978.

Walker, T. "The Indian Extended Family Concept and Its Relationship to Parenting," paper available from National Indian Child Abuse and Neglect Resouce Center.

South East Asian

Baker. N. "Substitute Care for Unaccompained Refugee Minors," Child Welfare, 6:1982, 353-363.

Redick, L.T. and B. Wood. "Cross-Cultural Problems for Southeast Asian Refugee Minors," Child Welfare. 6:1982, 365-373.